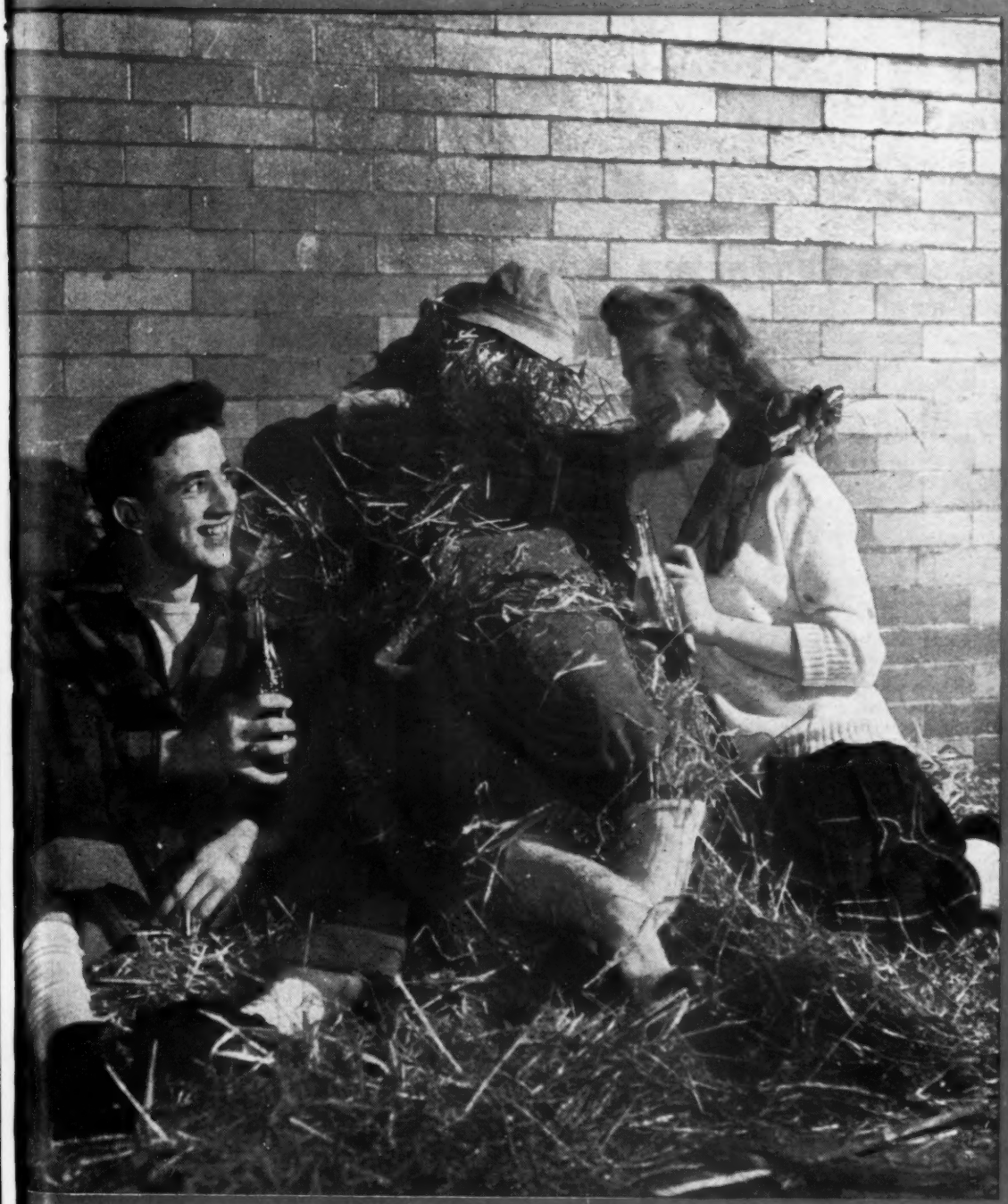
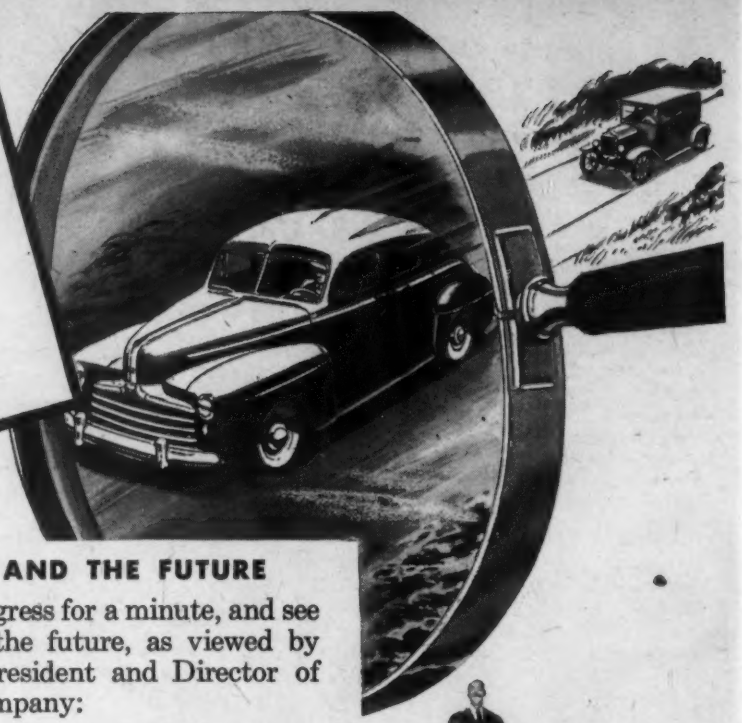
Practical English

SEPTEMBER 22, 1947 • A SCHOLASTIC MAGAZINE



THE CLASS AS A CLUB (See page 5)

Young America Looks Ahead with Ford



AUTOMOTIVE PROGRESS AND THE FUTURE

Let's take a look at automobile progress for a minute, and see what the past can tell us about the future, as viewed by Mr. Harold T. Youngren, Vice-President and Director of Engineering of the Ford Motor Company:

More Smoothness, More Comfort

"Shifting gears used to be a fine art. Experts at it were few. The expression 'don't strip your gears' became a part of American speech. Today, it doesn't mean much. For the most part, shifting remains manual, but the pain is gone. In the future, the automatic transmission will probably become universal, as the problems of cost, reliability and serviceability have been solved.

"Bodies are getting wider, and we are going to see more window area than ever before. People want wider seats and more comfort. Air conditioning units are on the way. You may be sure that every improvement you've dreamed about in your automobile of the future will be made just as soon as the cost can be brought within reach of our pocketbooks. As manufacturers we must always be governed by what people can afford to pay for our product.



Speed and Economy

"The average car 25 years ago took 10 seconds to accelerate from 10 to 25 miles per hour. Today's average car does it in only six seconds. Real economy has improved considerably, too. Today, with the 1947 Ford V-8, we are moving 135 pounds of weight per car mile per gallon at 20 miles an hour. It was 80 pounds for the Model "T." The engines of the future will reflect better fuel distribution, higher compression ratios, improved combustion chamber shape and a reduction in mechanical friction. I believe we will have more V-type engines in the near future. And we are very much alive to the possibilities of pancake engines, horizontal opposed and radial types.



Power and Efficiency

"The dependability of present engines is accepted. Besides being tougher, they're more efficient. The Model "T" Engine developed one-tenth of a horsepower per cubic inch displacement. Our current 1947 Ford V-8 engine develops .42 horsepower per cubic inch.



"I mentioned a reduction in mechanical friction in the future. Right now only about half the fuel consumed is used to propel the car. If we can reduce engine friction to one-half, we would get a saving in fuel of about 33%."

These are only a few of many automotive advancements that have been made. Certain it is that the future holds promise of even greater advancements yet to come. And it is equally certain that Ford will be, tomorrow as today, "Out Front"—in quality, in value, in progress.

Step Out with Safety...

Learn how to be an expert driver. Send today for your free copy of "How to Be An Expert Driver," by Al Esper, Ford's Chief Test Driver. Address Ford Motor Company, 2904 Schaefer Road, Dearborn, Michigan.



FORD MOTOR COMPANY

Practical English

(Combined with PREP)

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business, or Vocational Courses, Published Weekly During the School Year

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VOLUME 3 • NUMBER 2 • SEPTEMBER 22, 1947

Make Your Own Portrait

"WERE you ever asked a question in the Gallup Poll?"

The stock answer to this one is: "Huh — they never came near my door. I'll bet they make up the answers themselves."

Well, "it ain't necessarily so," brother. They do ask questions. But they ask them of mighty few people, because they've found out that a very small sample is just as good as a big one, provided it's perfectly balanced.

Some of you who were in school last year may remember writing a letter to *Scholastic Magazines*' "Jam Session," answering this question: "What do you think a high school graduate should know?" You can find the answer in the first "Jam Session" of this year which appears in this issue. We are proud of the letters it contains. (If you don't know the magic words "Jam Session," "Gay Head," and "Boy dates Girl," watch for this weekly treat.)

Of course, "Jam Session" isn't a scientific public opinion poll. But hundreds of you sent in letters, and we think you've drawn a pretty good self-portrait of the genus *Schola Alta Pupillus-a-um*.

You listed nine things all told which you want to get out of high school. Tops in order of preference was: "How to make friends and get along with people (including an understanding of other peoples)." Almost 25 per cent of you mentioned that as the most important acquisition a boy or girl should get in high school. Next in line was "Goals in life (including how to choose a vocation)." Then came "A knowledge of government," "How to speak and write correctly," "Good character," and several other matters which every one admits are necessary for successful living.

By and large, your choices showed sound judgment and a serious grasp of real life values. If you handle yourselves as intelligently in your adult life as these answers suggest, the future of America will be in safe hands. But these topics may not mean the same things to everybody. Even some virtues can be exaggerated into vices. So it occurred to us to use this page for a few weeks for a fuller discussion of each of these subjects in turn.

"How to make friends, etc.," is a prescription that may be swallowed several ways. If you mean merely how to get elected to the best jobs, be invited to every party, and build up your future "business contacts," you're starting on the wrong foot. "Getting along with people" really means making yourself fit to live with. In this game, the move is always yours. For if you treat people decently, candidly, and in a friendly way, you'll be surprised how amazingly they respond. Some people have thousands of acquaintances, but few have deep and lasting friendships, the only kind that really counts.

Set the horizons of your friendship wide. Get acquainted with other groups and nationalities quite unlike your own. Forget about your own advantage for a while, and cultivate an interest in the other fellow's problems. That's the best way to lose the self-consciousness that held you back from making friends.

Next week: A Job for a Lifetime

OUR FRONT COVER: This could almost be a scene at the school carnival which the English V Club is planning! (See page 5.) Actually the photo was taken at an Orange (N. J.) High School dance. Mildred De Roner and Jack De Rosa are the two students sitting and sipping beside a football scarecrow —Photo by Dickey Meyer.

WARNER BROS. PRESENTS

America's Most Beloved Comedy

Clarence Day's

LIFE WITH FATHER

ON THE SCREEN IN TECHNICOLOR!



starring

WILLIAM POWELL ★ IRENE DUNNE

with

ELIZABETH TAYLOR

From the original play by

HOWARD LINDSAY & RUSSEL CROUSE

EDMUND GWENN · ZASU PITTS

Screen Play by Donald Ogden Stewart

From Oscar Serlin's Stage Production

Music by Max Steiner

Directed by

MICHAEL CURTIZ

Produced by

ROBERT BUCKNER

all in favor say "AYE"



"YOU mean our class would give a carnival for the whole school? Say, that's an idea!" Jan exclaimed.

"We could make enough money to start the English classroom lending library we've been talking about," Polly added.

"Sure, that's the thing!" Dan joined the group who were talking while waiting for English class to begin. "We ought to organize the class into a club and get to work."

"Right," Jan agreed and then added laughingly, "but how do we start? I've belonged to clubs, but they were already started when I joined."

"Dan ought to be the 'Voice of Experience,'" Roger spoke up. "He spent two weeks in Washington, D. C., in June and attended several sessions of Congress. Dan, you know all about parliamentary procedure, don't you?"

"Not *all*," Dan protested. "But maybe enough."

Just then Miss Carmen, the teacher, came into the classroom and was told about the idea of starting the classroom library with funds made by giving a school carnival. "The club sounds like such a good idea," she commented, "that I'll contribute the first half of the class period to starting it. Go ahead!"

Everyone looked at Dan. "Well, first we'll have to nominate candidates and vote for president—"

"I'll write the names on the board," Polly volunteered.

Miss Carmen noticed Dan's bewildered look as he realized someone would have to preside over the election. "I suggest you be chairman *pro tem*—for the time being, Dan," she said, coming to his rescue.

"All right. Are there nominations for president?" he asked the class.

"I nominate Dan," Roger spoke up immediately.

"I nominate Roger," Polly said, standing at the board. Someone else suggested Jan Reed.

"Are there any other nominations?" Dan asked, and there was silence. "Then which way shall we vote? Congressmen vote by answering, 'aye' or 'no' as their names are called from the roll. We could vote 'aye' or 'no' for each nominee. Or we could vote by a show of hands—or by secret ballot."

"Secret ballot is the fairest," Jan commented. There was general agreement.

It didn't take long to pass out ballots and collect and count them. "Dan's elected," Polly, the vote-counter, announced.

"Say, we need a name for our club," Roger spoke up enthusiastically.

"Let's talk about the carnival," someone else said.

Dan reached for Miss Carmen's ruler and rapped on the desk. "Thank you for electing me president. Now will the meeting please *come to order*? One thing I've learned about parliamentary procedure is that we can't all talk at once. The House of Representatives, for example, would never transact business if all its 435 members made suggestions at the same time. When a congressman wishes to speak, he rises and waits until the chairman calls him by name."

"Mister Chairman," Jan was already on her feet, "I suggest that we elect the other officers—a secretary, so we'll have someone to take notes—"

"A very wise suggestion, Jan," Dan said and called for nominations. When a vice-president, secretary, and treasurer had been elected, Pete Donahue stood up.

"Mister Chairman," Pete said, "since the carnival is at the beginning of the year, I suggest we make it a 'get-acquainted' affair—"

"If you want the club to vote on your suggestion, you'll have to word it in the form of a motion," Dan said and Miss Carmen nodded approval.

"Then I move that we adopt a 'get-acquainted' theme for our carnival," Pete stated.

"I second the motion," Roger added.

"It's been moved and seconded. Is there any discussion before we vote?" Dan asked.

"Where and when are we going to have the carnival?" Jan put in.

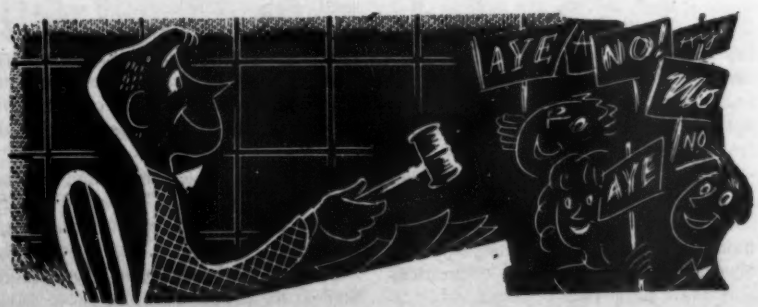
Dan smiled. "Will you bring up that subject later, Jan? We'll have to stick to Pete's motion until we vote on it. Is there any discussion on the motion to adopt a 'get-acquainted' theme for the carnival?"

"Mister Chairman," Polly said, rising. "I don't think the 'get-acquainted' theme is such a good idea. We will have been in school several weeks—"

"That doesn't make any difference," Dan put in. "Lots of kids—particularly the first termers and the transfers—have a hard time getting to know those of us who—"

"Mister Chairman," Jake Finn spoke up, "are you supposed to express your opinion on a subject under discussion?"

"That's a good point," Miss Carmen said. "The chairman's job is to be the



impartial guide who sees that everyone has a fair chance to express his opinions. If I may make a suggestion, perhaps you ought to have a rules committee who would be the authority on parliamentary procedure."

"Thanks, Miss Carmen," Dan said, "and my apologies for breaking a rule. There's still a motion on the floor. Is there any further discussion? (*Silence*) If not, the motion has been made and seconded that we adopt a 'get-acquainted' theme for the carnival. All in favor please raise your hands. Opposed? The motion is carried. Now would someone like to put Miss Carmen's suggestion in the form of a motion?"

"I move we elect a rules committee," Jake said.

"I second the motion," Roger added.

When Dan called for discussion, Polly spoke up. "Electing a committee takes too long. I propose an amendment to the motion – that the rules committee be appointed by the president."

"Let's see," Dan paused, "I think we vote on the amendment first and then the amended motion." Miss Carmen nodded approval and Dan called for discussion on the amendment. There was none, so he called for a vote. The amendment passed, as did the amended motion, and Dan appointed the rules committee. Glancing at his watch, he turned to Miss Carmen. "Our time is up."

"Yes, and we do have work to do," she replied. "But this is such good practice in parliamentary procedure, I'll give you half the period tomorrow to make further plans."

The next day Dan opened the second meeting of the club. "Will the meeting please come to order? We'll hear the secretary's minutes."

Polly rose and read:

The English V Club was organized Monday, September 29, 1947, for the purpose of giving an all-school carnival in order to make money for a classroom lending library. The first meeting was held in Room 213 during fifth period. Dan Walasek was elected president; Jan Ellington, vice-president; Polly McAdams, secretary; Owen Reese, treasurer. Dan Walasek presided.

It was decided, upon a motion made by Pete Lyles, to adopt a "get-acquainted" theme for the carnival. Jake Finn moved that a rules committee be elected. This motion was amended by Polly McAdams so that the president would appoint the rules committee. The motion passed as amended. The president appointed Jake Finn chairman of the rules committee; Doris Doe and Bill Cox, members.

The meeting adjourned upon motion made by Jan Ellington.

Polly McAdams, Secretary

"Are there any additions or corrections to the minutes?" Dan asked. "If not, they stand approved as read. May we have a report from the rules committee?"

"We've been working, all right," said Jake. "We have a copy of *Robert's Rules of Order*, the standard rules for conducting a meeting. Since the club will probably rotate officers frequently, we'd like to report on the duties of the officers:

1. *The president is chairman of the meeting.* A good chairman is similar to a good bus driver. *He keeps the meeting moving.* He has to be "on his toes" every minute. If the discussion wanders, he brings it back to the subject politely but firmly.

The chairman repeats the motion



clearly just before the vote. Thus he avoids confusion by letting the members know exactly what they're voting for.

He does not express his own opinions while he is acting as chairman. If he wants to take part in the discussion, he asks the vice-president to take his place as chairman.

The chairman doesn't vote unless the vote is tied or unless his vote would cause a tie.

He sees that every member has a fair and equal chance to talk, vote, and share in club work. He gives those *for* and *against* an issue an equal chance to speak. He makes sure that the vote is fairly taken and counted.

Outside of meetings, the president supervises the business of the club. He makes sure that club programs and activities are planned well in advance. He checks up on the work of committees and offers suggestions.

A good president distributes the jobs among the members instead of doing all the work himself or having the same people serve on important committees time after time. Interest in any club or organization increases with responsibility.

2. *The vice-president assists the president.* He often directs or helps direct the programs for the meetings. He becomes chairman and conducts the meetings if the president is absent.

3. *The secretary writes and reads the minutes of the meetings.* To do a good job, she takes careful notes of the exact wording of motions, who made and who seconded the motion, and the exact number of the vote *for* and *against* a motion. Although she may not include such detailed information in her minutes, she has a written record of the voting in case of question.

She keeps a list of members and may be asked to call the roll at each meeting.

She handles all correspondence for the club.

4. *The treasurer acts as a banker for the organization.* He keeps a record of all funds received (such as the money from the sale of tickets) and of all expenditures. He pays the bills of the club.

In a school club the treasurer should check his books frequently with the faculty adviser; he should always keep his books up-to-date.

He makes a report to the club when called upon by the chairman.

"Good for the rules committee!" Dan exclaimed when Jake finished. "I hope I can live up to all the duties you outlined for president. Now to business. We didn't leave any unfinished business at the last meeting, did we? Then – new business, Tom?" Dan recognized Tom Arbisi who was standing.

"Mister Chairman, I realize we have plenty of new business to discuss – making plans for the carnival. But I had an idea after yesterday's meeting and I spoke to Miss Carmen about it. She gave me her approval to present it to the meeting. My suggestion is that every Friday we have an English V Club program, planned by a different committee each week. We could have debates, present radio skits based on books we've read, plays – "

"How about a 'Boy dates Girl' question and answer forum?" Polly was too excited to observe parliamentary procedure. "We could submit questions to a board of experts, made up of club members – "

"You're appointed chairman of the first program, Polly!" Dan laughed. "That is, if the club approves the idea," he added.

Judging by the chorus of "Ayes" there was no doubt about it.

Dilbert ~~KILROY~~ WAS HERE!



ASK any young U. S. Navy aviator if he knows Dilbert and he's likely to laugh and say yes. Dim-witted pilot Dilbert became as famous as Kilroy during the war.

As the bungling hero of cartoons used in the Naval Aviation Training program, Dilbert helped teach the boys to fly. By doing everything wrong Dilbert made the right way stick in the minds of pilots and crews.

In the lingo of a Navy flier, a boner is a "dilly." This is how Dilbert got his name. Dilbert's job was to pull the "dillies" so the Navy fliers *wouldn't* pull them. Hundreds of times he was tossed from his plane in mid-air, but Dilbert was always back for more with his stupid smile and his cockiness.

Dilbert is the invention of ex-Navy Lieutenant Commander Robert C. Osborn. While in the Navy, Bob Osborn drew 2,000 posters and 30 "sense" booklets (training manuals — mostly about the incorrigible Dilbert). He wound up with the Legion of Merit award because "his cartoon characters formed the cornerstone for the highly successful educational and training program of Naval Aviation in World War II."

Last year we ran a couple of Dilbert stories in *Practical English* and decided to visit the creator of this "Sad Sack of the Navy." Bob Osborn is a tall man with a hearty, booming voice and a friendly Midwestern drawl. He began drawing cartoons when knee-high because, as he says, "the attic was always full of paper from my father's lumber business, and my mother provided me with an unlimited supply of pencils." As kids, Bob and his brother had a room of their own in which they could draw on the walls or do anything they wanted — just so long as they stayed in that room.

As for high schools, Bob thinks Oshkosh High School in Oshkosh, Wisconsin, is tops. There he started his public career as a cartoonist by illustrating a magazine of student essays called *Junior Advance*. Then he began copying the style of other cartoonists to amuse his friends. "The disadvantage of copying is that it takes too long to break away from it later," said Bob. "My advice to young cartoonists is to look at a cow and draw it the way *they* see it, not the way Walt Disney sees it."

After graduating from Yale University, Bob taught the history of art and Greek philosophy and coached football at a boys' prep school. He illustrated his teaching with cartoons. "The boys ate it up," he said, "and that's when I began to realize that learning with cartoons is fun; also it drives the point home."

His first cartoons to be published in a book started as drawings for a friend. Bob and his friend had been duck hunting. On his return, Bob wrote the friend a letter and illustrated it. The friend took the drawings to a publisher who printed them in a neat little book called *How to Shoot Ducks*. Bob quickly cashed in on three other hobbies with *How to Shoot Quail*, *How to Catch Trout*, and *How to Ski*.

It was *How to Shoot Ducks* that persuaded the Navy to use Bob as an artist. He had enlisted three days after the U. S. declared war. "They asked me if I could do cartoons for Navy fliers. I said I could if someone taught me how to fly so I'd know what I was talking about.

"You have to be a pilot to catch on to some of the Dilbert cartoons without explanations. You see this cover?" Bob drawled, holding up a "sense" book covered with drawings of planes and pilots. "All the pilots are gabbing with each other over their radios. What they should be doing is keeping quiet so the pilot in the first plane can issue instructions."

Since the war, bungling Dilbert has changed to civilian clothes. The last time we saw him, Dilbert was driving an automobile — about as precarious for himself and anyone nearby as was Dilbert driving a plane.

LEARN TO THINK STRAIGHT

"I'LL bet that I think straight all day long," said Rich. "Every time I reason wrong, I'll buy you a soda."

Rich and his friend Ed shook hands on it. Then they started off for the tennis courts.

"Say," exclaimed Rich, "those two boys over there are from Deerpoint High. We might play tennis with them except that no one at Deerpoint is any good at sports."

"You're wrong there! One of those boys won the City Amateur Tennis Championship last year. You owe me a soda," Ed grinned

How did Rich slip up? He reasoned *incorrectly*, like this:

a. I know some fellows from Deerpoint High.

b. They're not good at sports.

c. Therefore, no one from Deerpoint High is good at sports.

You can see that Rich's statement is untrue. It's untrue because he didn't know enough boys at Deerpoint High to justify a statement about *all* of them. Ed proved his statement untrue by giving one example of a good tennis player from Deerpoint.

Rich had been cocky when he promised a soda every time he didn't think straight. He found out that he was a pretty careless thinker. During the afternoon Ed caught him on three other untrue generalizations:

1. "I don't care about good grades. Anyone who gets good grades is a bookworm."

2. "I didn't try out for the basketball team. You must be six feet tall to be a good basketball player."

3. "She's a good dancer. She must come from the South. All good dancers are from the South."

Rich hadn't realized that straight thinking would make a difference in his everyday life. He decided to check up on generalizations. When he started to say "all," "always," "none," or "never," he stopped himself. Rich had learned a lesson in straight thinking.

STOP, LOOK, and LISTEN

SO YOU'RE the one who always gets the "tough breaks" – the hardest math problem to explain, the most uninteresting book report, the most difficult history assignment. The teachers are "prejudiced against" you and mark F on your papers without reading them. You slave away at your homework and get no credit for what you do. It isn't your fault really; it's the fault of your teachers or fate or something –

STOP! That story is old. Let's get a fresh start. You need HELP! But help doesn't mean asking the girl friend to write your letter for Business English. What you need is to help yourself – to LEARN HOW TO STUDY.

There is a *right* way to study that will guarantee your getting the greatest amount of work done in the shortest possible time. There's no hocus-pocus about it; there's common sense.

The concert violinist knows it; so does your family doctor, your favorite movie star, and X, the successful F.B.I. agent. They are all experts at studying.

In School

1. *Stop!* Instead of sprawling in the aisle, park your legs under your desk, sit up straight, and pay attention. Every fact that you can learn in class means that much less you'll have to do in the study hall.

2. *Look* at the blackboard when Bill is explaining a geometry theorum. Look at the map when Mr. Hornbeck is pointing out the boundaries of ancient Egypt.

3. *Listen* to class discussion. When Helen recites on *Life on the Nile*, remember the main points that she makes. One of them may answer a question at the end of the chapter.

When Mr. Hornbeck says, "And the assignment for tomorrow will be –," that isn't your signal to take forty winks. Use your assignment notebook. Write down tomorrow's date and the *exact* assignment.

"Let's go over the assignment briefly," he continues.

As he points out topic sentences and their meaning, defines difficult words, and draws your attention to footnotes and references, *pay attention.*

If there is anything about the assignment you don't understand, ask him when he says, "Are there any questions?" Or question him after class.



Rube Goldberg in the N. Y. Sun

Another case of encirclement!

If you'd like to have more time for fun after school hours, then make use of your study hall periods:

1. *Your Tools.* At the beginning of a study period, gather up *all* your tools (books, paper, pencils, pen, ink, dictionary, assignment notebook, time budget) that you will need to get your lessons. Don't wait until the hour is half over to rush up and sharpen your pencil or to get permission to go to your locker for your notebook.

2. *Begin Work Immediately.* Don't waste time fooling around – feeling sorry for yourself, daydreaming about the date with Pattie tonight, thinking about the tough game with Central High on Saturday, looking at Susie's snapshot, or shooting the breeze with Harry sitting next to you. Those things are all important, but they can wait.

3. *Concentrate.* Think hard. If you get stuck and can find no solution to a problem or the answer to a question, skip it temporarily and go on to the next one. Then come back to it later; the answer or solution may come to you.

On the Home Front

1. *Quiet, Please.* Try to study in a quiet room by yourself. You can't memorize *The Highwayman* while your mother's bridge group swap stories on the other side of the room; and you can't learn Mexican history by listening to Xavier Cugat!

Adjust your light so that it will shine on your work instead of the ceiling. Most of the headaches, supposedly due to overstudy, are really due to poor lighting.

2. *Witching Hour.* Begin your geometry as soon after dinner as possible. You can't do a good job of studying if you've just returned from an exciting basketball game or a movie. And, if you stop your studies to listen to the Supper Club, you won't feel like getting back to them.

3. *The "Write" Way.* Do you have to learn your vocabulary "letter perfect"? Then read over carefully what you want to learn. Take out a piece of paper and write down everything you can remember to test yourself. When you get stuck, check your writing with the book. Continue this method until you can do it perfectly without looking at the textbook.

Keep a Notebook

Whether Miss Plunkett requires it or not, KEEP NOTEBOOKS – for English, history, and science classes. When you get your themes, exercises, and test papers back, file them in your notebook in the proper section.

Be sure that you correct any mistakes that you have made, so that you won't make the same error twice. When it comes time for tests, you will have your daily and weekly quizzes to help you review.

There's a Reason

No matter whether you plan to be a cook or a chemist when you leave school, your school work will help you in your job. The more you know, the better chance you will have to make a success of your life.

Wouldn't you like to "stand a chance" of winning a scholarship for college or for specialized training after school? Or of getting the best job available?

Okay, then stop wasting time complaining that the assignments are too long; the work is too hard; and there isn't time. Organize your school work efficiently. *Learn how to study.*

AND WE QUOTE . . .

All men are born equal, but it is what they are equal to that counts.—*Grit*

* * *

"Any ex-G.I. desiring to boss a retired Army officer for a reasonable wage may do so by calling 3405."—Ad in *Crenshaw* (Calif.) *Mirror*

* * *

The buy-angle is equal to the square of the try-angle.—*Manhattan News*

READ . . . Don't Speed

READING is like driving a car. As every driver knows, it's impossible to drive at the same speed all the time. You adjust your speed according to two factors: the type of road you're traveling on and your destination.

When you're joy-riding on a smooth, open highway, it's fine to zoom along close to the speed limit. But even on the same highway, if you're looking for a particular side road where you must turn off, you drive more slowly so you won't overshoot your mark. If the going is rough on a bumpy back lane, you slow down considerably.

A good driver realizes that fast driving isn't always the best driving. In the same way, if you're a good reader, you know that speed-reading doesn't always give you the best results. Like a driver, you must adjust your reading according to two factors: the type of material you're reading, and what you want to get out of it.

Study Your Speeds

The three kinds of reading that can be compared to driving are: *rapid reading, skimming,* and *studying.* Test your know-how by deciding which you would use if you were reading:

(1) a manual describing the proper way to make model airplanes;
(2) a short story in a popular magazine;
(3) a recipe for strawberry shortcake;
(4) a description of New York City in an article which *might* contain some information you want about the Statue of Liberty;
(5) a humorous anecdote.



Ladies' Home Journal

"It's perfectly shocking the books parents are reading nowadays!"

If you know the ins and outs of reading, you answered *rapid reading* for (2) and (5), *skimming* for (4), and *studying* for (1) and (3). Now let's find out why and how you use each method.

I

Quick — But Cautious

Rapid reading fits the bill when you're (a) reading for enjoyment *and* (b) reading fairly easy material. But don't make it *speed* reading. If you do, you're likely to miss important points about the people and the plot in the story or article you're reading. Details are important; they make a story. If you whiz by them, you'll have only a hazy idea of the setting and the characters and their motives. You won't get what you should out of the story.

Read the following paragraph as quickly as you can, but cautiously; note details carefully as you go. Then answer the quiz.

It was not until late in the afternoon that Captain Purcell got down to writing the report. He spent most of the day locked in his office at the radio station, staring at the blank page in the typewriter before him. He was a short man, stocky, with a stubby mustache and dark brown hair. Sometimes he would get up from the desk and walk over to the window, gazing out across the marshes to the Mediterranean beyond.

1. The man in the story is (a) an enlisted man; (b) an officer.
2. His office was in a (a) radio station; (b) broken-down hut.
3. An accurate description of him would be: (a) short, with a thin blond mustache; (b) stocky, with a stubby mustache and dark brown hair.
4. He was stationed near the (a) Pacific; (b) Mediterranean.

II

Detecting Your Data

Skimming is the method you use when you want to dig out one fact from a mass of information. You do this by training your eye to skip over paragraphs, reading the first few words of each sentence. Finally you hit on a word that has some connection with the information you seek.

Here's a test that will build up your skimming skill. Each paragraph contains only the first few words of every sentence. If this were the article in which you were looking for material on the Statue of Liberty, at which paragraph would you slow down and read carefully?

(1) In the middle of Manhattan . . . Rockefeller Center is . . . Huge modern buildings . . .
(2) In Central Park . . . The children at the Zoo . . . In the winter there is ice skating . . .
(3) At Forty-second Street and Fifth Avenue . . . The Public Library . . . Two large lions . . .
(4) Guarding the Harbor of New York . . . Holding high her great torch . . . A gift from France . . .
(5) Across the river . . . Brooklyn is well-known for . . . The Dodgers are . . .

III

Slow+Steady=Study

Obviously you must read slowly when you study. But that's only half the story. Your reading must be steady and concentrated. Your mind must "stay with it" every moment, absorbing facts and ideas. And you have to tie the facts together, too, realizing how one paragraph leads to the next.

Too tough? Not if you know where you're heading, and why, before you start. You'll know those things if you take in every sentence — and every idea — in the introduction of the chapter, article, or book you're reading. That introduction states the author's purpose in writing the material. His purpose in writing becomes your purpose in reading. Figure out what ground he's going to cover, and also what he's going to state and prove. Then keep those things in mind as you read.

Here's a test of your ability to line up your study questions in advance. Read this paragraph, then list the three outstanding questions you would keep in mind as you read the chapter which the paragraph introduces:

Years ago comparatively few people went to high school; many had no more than two or three years of schooling, and some had none at all. Schooling was less necessary thirty or forty years ago than it is now. A large number of changes have come about in education since the time when your parents were going to school. Some of these changes have brought new problems.

(Answers in Teacher Edition)



PERFECT

ONLY a letter stands between you and those sporty moccasins advertised in your favorite magazine. But unless you make it a simple, sensible letter, you're heading for trouble. Mail order clerks can't fill an order that is vague or incomplete. So let's see how smooth a mail-trail you can blaze between you and those moccasins.

Starting from scratch, you write a heading and an inside address – both in block form. Copy the firm's address, word for word, from the ad.

5230 Watts Avenue
Clearview, Pennsylvania
September 25, 1947

The Har-Dee Shoe Company
Dept. 3-11MO
85 Crew Road
Lynn, Massachusetts

If you next bat out *Dear Sirs:* you aren't using the best business form. The standard salutation for a company is:

Gentlemen:

Let's have no fuss or feathers about an introduction. Don't bother to explain that: *While I was reading my favorite magazine, right after the short story, which I enjoyed tremendously, my eye was caught by your attractive ad.* You're not writing a fan letter. This is strictly business:

Will you please send me one pair of "Ruf-It" moccasins, size 6½B? I am enclosing the ad for these moccasins, clipped from page 37 of the September issue of *Sporting Life.*

It's important to identify the item you're ordering; the company may make several similar numbers. If you can't clip the picture (and you can't, you know, from library magazines), copy the ad's description of the merchandise. Always mention the magazine in which you saw the ad, so that your order can be easily identified.

But haven't you forgotten something? Doesn't the ad say: ". . . available in brown, brown-and-white, or blue-and-white"? Are you going to let the mail order clerk flip a coin? So out comes another sheet of paper and your letter is *rewritten* so that you can amend the first sentence to read:

. . . one pair of "Ruf-It" moccasins, size 6½B, in brown.

Yes, the word above was *rewritten.* Never scratch out, insert words between the lines, or use the margins for vital information. Clerks are clerks – not acrobats or puzzle-solvers. They're not paid to stand on their heads and play guessing games.

You have two more points to cover in your letter:

I am enclosing a money order, for $5.25, to pay for the shoes and to cover mailing costs.

Will you please send this order to:

Miss Janice Dillman
5230 Watts Avenue
Clearview, Pennsylvania

Very truly yours,
Janice Dillman

Don't underestimate the importance of giving your name and address. Your letter may be separated from its envelope, or the heading may be cut off by an automatic envelope-opener. Play safe by repeating your full name and address in the body of the letter.

Now brush up your technique by correcting the following letter for all errors. It was written in answer to this ad:

Buy a dozen of these cotton sports shirts in solid colors (Style A – Blue, tan, yellow). Sizes: Small, Medium, Large. $2.98 each; two for $5.75. Add 10c to cover mailing costs. Write to: The Smith Company, Dept. Q, 215 Oregon Street, El Paso, Texas.

90 South Elm Street
Carlson, Missouri
September 25, 1947

Sirs:

I would like two shirts, size 13¼, one of each style shown in the enclosed ad. Please send me a blue shirt and a tan shirt.

I enclose money order for $5.96.

Very truly yours,
Mr. Paul Moore



Vocational Trends

"Sure thing, I can take a letter. Where do you want me to take it?"



HOW'S THAT AGAIN?

By SLIM SYNTAX

I HAVE been looking high and low for the plural of the word "chaos" but I have found no trace of this in any dictionary. Please give me an illustration of how this word can be used in the plural.

R. G., Harrison Tech. H.S., Chicago, Ill.

I have been looking high and low, too, since I got your letter. I've found exactly what you found – no plural for *chaos.* I haven't been able to discover anybody who has ever used *chaos* in the plural.

Partly it may be that nobody has felt the desire to speak of more than one *chaos,* since *chaos* is a kind of messing up of all things in general. Another reason may be that it would make a very unattractive sound – *chaoses.*

Whatever the reason may be, all we have right now is the singular of *chaos.* That ought to be enough, don't you think? And the less we have of *chaos,* the better for all of us.

* * *

In a recent article you stated, "If you want an historical fact . . ." Do you pronounce historical with a silent "h"?

J. D., N. Webster (Ind.) H. S.

Some do and some don't, but most authorities agree that *an* historical is better usage. Here's why:

The rule is that we use *a* when the following word begins with a consonant:

a book a cat a party

We use *an* when the following word begins with a vowel:

an apple an etching an owl

But some words, particularly those beginning with *h,* are pronounced as if they began with a vowel; the *h* is silent. Therefore, we apply the rule for vowels:

an historical an honor an heir

* * *

In an editorial I noticed that when quoting Mr. Lilienthal, quotes were placed at the beginning of each paragraph but there were none at the end of each paragraph. Would you explain the rule for this?

E. G., San Diego (Calif.) H. S.

The quotes come at the beginning of each paragraph to indicate that each paragraph is still part of the quotation. You noticed, didn't you, that quotes were placed *at the end* of the *last* paragraph to show that this was the end of the quotation?

PRACTICE MAKES PERFECT

Watch Your Language!

There was once a Chinese boy who, like all boys in love (they say!), sat down to pen a poem to his beloved. English wasn't his native tongue – and she was an American girl – so he had his difficulties. But he finally got the poem off to her. It went like this:

I look at she;
Her look at me;
Her see much not;
Me see quite lot.

Very touching – but not quite English – something like this inscription found on a tombstone:

Her can never come back to we,
But we will certainly go to she.

Of course, you don't ever write like this – but you do have your difficulties with personal pronouns. Shall you write "Between you and I" or "Between you and me"? Is it "Mac is taller than I" or "Mac is taller than me"?

The answer is simple. It's just a matter of knowing what *case* to use.

Case is the form of a pronoun which shows how it is related to other words in a sentence. A change in case shows a change in meaning.

There are three cases: *nominative*, *possessive*, and *objective*.

Let's take the *nominative* first:

Singular (one)	*Plural* (more than one)
I, you, he, she, it	We, they, you

Uses of Nominative

Subject of *sentence* – *He* went to the store.
I went to the store.
We went to the store.

These are simple. But what happens when you try to use *he* and *I* together? Also simple:

He and *I* went to the store. (*He* and *I* are subjects and therefore must be in the nominative case. You wouldn't say that *him* went to the store, would you? Then why write it that way?)

Now see if you have this one point clear in your mind. Read each of the following sentences. If the sentence is correct, mark it *C*. If it is wrong, mark it *W* and make the necessary corrections in the space below. Two points for each sentence.

_____ 1. You and she must stay.

_____ 2. Him and I have always been friends.

_____ 3. Him and me are going to the game.

_____ 4. Him and them will soon part company.

_____ 5. James, Sue, and her are not at home.

_____ 6. Father and me are going fishing.

_____ 7. You and her should come to an understanding.

_____ 8. Now, you and me are pals.

_____ 9. Ella and I don't like the Dodgers.

_____ 10. You, we, they – all of us are to blame.

My score_____

Are You Spellbound?

What was your score on last week's spelling quiz? You should have made 100%! But if you didn't, don't go into hiding. On the other hand, don't laugh it off. People often judge you by your spelling. A poorly spelled letter of application is almost sure to lose you the job.

So let's set out right now to lick those errors! First, you must know *why* you misspell words:

1. You don't *look carefully* at the word when you read it. That's why you misspell *embarrassed* or *committee;* you don't actually see those tricky double letters.

2. You don't *pronounce* the word *accurately*. That's why you misspell words like library (note that first *r*) or February (first *r*) or government (that first *n*).

Don't blame these faults on your teachers. Spelling is *your* responsibility – your job at school. Your teachers can and will help you, but you'll have to keep after your own errors until you lick them. So from now on:

1. Visualize each word when you read or study it. Keep it in your mind's eye so that, when you recall it, you'll spell it correctly.

2. Pronounce the word correctly – by syllables.

3. Keep a list of your errors in a spelling notebook and review them frequently.

Now let's try a quick quiz to test your eye and your pronunciation. There is *one* misspelled word in each of the following ten groups. Find the misspelled word in each group and write in the correction. Count two points for each word you get right.

				Correction
1.	deceive	congradulations	carriage	_____
2.	address	courtesy	atheletics	_____
3.	hungry	environment	samwich	_____
4.	receive	umberella	fatigue	_____
5.	conceal	exercise	pronounciation	_____
6.	heighth	annual	definite	_____
7.	succeed	suprise	repetition	_____
8.	similiar	movable	courageous	_____
9.	oblige	obstacle	mischievious	_____
10.	tradegy	jewelry	excellent	_____

My score_____

Sign Language

Doris is going to eat Jim before she goes shopping.

Not really? But yes – that's exactly what the sentence says: Doris is going to make a little snack out of Jim before she goes shopping!

Well, then, what's the matter with the writer? He has *comma trouble.* This is what he meant to say:

Doris is going to eat, Jim, before she goes shopping.

Just those two commas – before and after Jim – make all the difference.

Punctuation marks have only one purpose – to help us make sense out of what we read or write.

The most commonly used mark of punctuation is the *comma.* It has more uses, too, than any of the other marks of punctuation. So let's start with the comma and take up its various uses in succeeding columns.

1. When you are writing down a series of *three or more things,* one after another, separate each item in the series by a comma.

a. Usually the word *and* is put before the last item in the series. Place a comma before the *and* in order to make sure your meaning is clear.

Now test yourself. Read each of the following sentences. If correctly punctuated, mark it C. If incorrectly punctuated, place the commas where they belong. Two points for each sentence.

_____1. The United States Great Britain Russia and France must preserve the peace of the world.

_____2. This bridge spans the river between New York and New Jersey.

_____3. Jim swam played ball and hiked.

_____4. Sue Ellen Jane and Phoebe took top honors.

_____5. The Dodgers and the Giants will play Sunday.

_____6. Men women boys and girls will enjoy the show.

_____7. Take a pill in the morning in the afternoon and in the evening.

_____8. It's time to change your oil check your battery and grease the chassis of your car.

_____9. Time and tide wait for no man.

_____10. You are sure to get the job if you are honest responsible well-trained and well-mannered.

My score_____

Words to the Wise

I. True, words belong in families. But if you're smart, you won't confuse words that merely *look* and *sound* similar but actually have very different meanings. The four words in each group below can be paired off into two very different sets of synonyms. Write the letters of the two proper pairs next to each group (Note sample.)

Count two points for each group you pair correctly.

Sample: a-d; b-c. (a) breath; (b) breadth; (c) expanse; (d) breeze.

_____1. (a) accept; (b) except; (c) receive; (d) but.

_____2. (a) bazaar; (b) bizarre; (c) marketplace; (d) fantastic.

_____3. (a) allusion; (b) illusion; (c) apparition; (d) reference.

_____4. (a) laboratory; (b) lavatory; (c) workshop; (d) washroom.

_____5. (a) precede; (b) proceed; (c) come before; (d) advance.

_____6. (a) legion; (b) legend; (c) myth; (d) multitude.

_____7. (a) prodigy; (b) protégé; (c) genius; (d) ward.

_____8. (a) gamble; (b) gambol; (c) wager; (d) frolic.

_____9. (a) affect; (b) effect; (c) result; (d) influence.

_____10. (a) loath; (b) loathe; (c) unwilling; (d) hate.

My score_____

II. Your business vocabulary is an asset if it's accurate enough to spot the *one* sentence in each pair which uses the italicized word correctly. Check the right sentence, and count two points for each.

(A)_____1. If we run our factory efficiently, the *overhead* need never become unreasonable.

_____2. No factory can be run efficiently with too many orders coming from departments *overhead.*

(B)_____1. The *consignment* from the Dawes Company is due to arrive here tomorow.

_____2. See if Gleason has finished that *consignment* I gave him yesterday.

(C)_____1. *Invoices* always accompany our orders.

_____2. This is an *invoice* of all the stock in our supply room.

(D)_____1. You must receive *requisition* from the office manager to take an afternoon off.

_____2. If you need any supplies, *requisition* them from the office manager.

(E)_____1. The *defray* on machinery accounts for a large part of our expenses.

_____2. The sum in the first column has been earmarked to *defray* expenses for the first quarter.

My score_____

My Total score_____

Answer to Last Week's Crossword Puzzle

P	R	O	W	L	■	A	M	B	L	E
L	E	V	E	E	■	T	A	L	O	N
O	P	E	N	E	R	■	R	O	P	E
D	A	R	T	■	A	L	O	N	E	■
S	I	■	■	S	T	O	O	D	■	■
■	D	A	S	H	■	A	N	E	W	■
■	■	B	L	I	N	D	■	■	H	A
■	B	R	I	N	E	■	T	R	I	P
T	O	A	D	■	B	E	R	A	T	E
U	N	D	E	R	■	G	I	V	E	R
G	E	E	S	E	■	O	M	E	N	S

How To Be A

First Class Letter-man



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AS THE STORY GOES



The Saturday Review of Literature

"I've been trying some short stories."

EXCITING is the word for a magazine you've never seen before! The cover, the cartoons and illustrations, then the titles of the articles and stories, and finally the reading itself – all offer adventure and fun.

Stories are the most fun when the characters are like you or like people you know. They're most exciting when what happens could have happened to you.

That means you like stories that seem *real*. You like to feel that the characters actually live or could have lived. You want to believe that their adventures could happen in real life.

A story with characters who never could exist is about as exciting as a fake dollar. Suppose you're reading a baseball story. You can be wrapped up in the adventures of a life-like fellow named "Slug," who plays a mighty good ball game but occasionally slips up. When "Slug's" turn at bat comes, you hold your breath and cross your fingers as if a pal of yours were swinging that bat. But a tall tale about a "super guy" who hits a homer every time he's up is likely to leave you cold. There's no suspense when the "super guy" goes to bat – you know what's going to happen.

Fish Stories

Stories about people who are too perfect to exist are fishy. This goes for their looks, too. If the only thing a story tells you about a hero is that he's tall, dark, and handsome, you won't believe in the hero. Since you don't know what he likes or dislikes or can do, he hasn't any personality at all for you. He's simply an *outline* of a hero type – not a real-life person who can claim your sympathies.

How do you want the characters to talk? That depends on who they are and where they live. You'd jump a mile if you heard a backwoodsman say: "It has been a pleasure to have you to tea, Miss Lock." He'd probably remark: "Enjoyed yer company, Miss. Come agin." If the dialogue in stories is true to life, it can tell you a lot about the characters.

Ready for Action

You're reading the story to find out what's going to happen – or what the plot is. The plot makes the story exciting. But a plot that couldn't happen is as hard to swallow as characters who couldn't exist.

Here's one kind of plot: The main character is the hero type. (1) He's in a jam – he's tied up in a burning house. (2) In the nick of time he gets a lucky break – the hero's horse climbs in the window, carries the hero out, and then bites through the ropes which bind him.

Remember reading stories like that? You know at the start that the hero will be saved. What's more important, you know that he'll be saved by some piece of luck that would never happen to you if you were in his boots.

Could It Happen?

Lucky-break stories such as this one are usually short. Since things seldom happen like that in life, the writer can't keep you reading very long. This is the theory behind the brief comic magazine stories.

When you find a story that's so interesting you won't put it down even when the dinner bell rings, the chances are it's a story that "could happen." If you'd been the main character, the experiences might actually have been yours.

Here are two plots. Circle the one you think could actually happen.

1. Even a guy with a broken heart must eat. Sixteen hours after he had foresworn food, girls, and other similar pursuits, Danton went down to the corner drugstore and devoured a crushed pineapple sundae and a double chocolate malted. In the drugstore he saw a new girl. Danton's ear tickled, the sign that a romantic spell was coming on. When the girl walked out, Danton walked out, too. He tried every line he knew to make her talk – with no luck. He decided it would take a grand gesture. With all the money he had earned mowing lawns during the summer, he walked into a florist shop. "Twenty-nine dollars' worth of orchids," he announced. The girl in the shop said, "Golly!" Danton began to look at this girl. He scratched his ear. It was beginning to tickle again.

2. Water is pouring over the dam of the city reservoir. The water is so strong no one can reach the safety valve in the middle of the dam. The brightest boy in the world comes to the rescue. The only way to reach the valve is by helicopter and the only helicopter belongs to a fellow who is hunting. But the brightest boy has a radio-controlled toy plane that he sends out to the hunter. In the plane he puts a note. The hunter appears suddenly in his helicopter. The brightest boy has saved the city.

Describe the leading character in each plot. Which character is most real to you? If the first story means something to you, it is about more than Danton and his girls; it's about lots of boys and girls like them. It's about *boy dates girl*. It rings true.

The second story doesn't have a theme in terms of real life, because there isn't any "brightest boy in the world" and its plot is hardly possible.

When you've read a story, you become its judge. After you've read it, think the story over.

(1) Do the characters seem to be human, rather than hero types?

(2) Might the plot have happened to anyone else in the hero's boots?

(3) Does the story apply to a great many people?

If you can answer "yes" to all three questions, you've read a top-notch story. If the answer to any one of the questions is "no," ask yourself whether the story was as interesting and as exciting as it might have been. (Try these three questions on the short story in this issue of *Practical English*.)

Many writers don't try to write stories that could have happened to you. They give you sugar and cream heroines and supermen heroes. Magazines print both types of stories. It's up to you to find the kind you like.

The surest place to find stories that you like is in magazines that choose stories especially for high school students. You will also find short stories in weekly magazines such as the *Saturday Evening Post*, *Collier's*, and *This Week*, and in monthlies such as the *American*, *Red Book*, *Cosmopolitan*, *Ladies' Home Journal*, *Good Housekeeping*, *Woman's Home Companion*, *McCall's*, *Harper's* and the *Atlantic Monthly*.

This is the second in a series of articles on "How to Choose Magazines." Next week: Magazine Articles.

MAGAZINE Roundup



MAGAZINE stands are so full these days that there aren't enough dimes and quarters in most pocketbooks to cover the crop. Here we've skimmed off some of the "cream" of good reading in recent issues. Help yourself!

It's a Long Way Down

By Leslie Lieber

***This Week*, August, 1947**

Some 4,000 New Yorkers make their living by dangling over skyscraper window ledges. They're the world's largest and busiest army of window washers; each man devotes 1,080 hours a year to sudsing New York's 70,000,000 windows.

When a window cleaner climbs over the sill onto the outer ledge, his only protection is a safety strap which he hooks to spikes in the wall. Considering this, it's not unusual that accidents occur. Truly remarkable, though, are some of the near-accidents. One straphanger was hit by a man trying to commit suicide. The blow knocked the straphanger *through* the window he was cleaning – into the offices of a life insurance company! Another window cleaner plunged 27 floors – to land on a passing junk wagon filled with cotton.

For these acrobatic feats – or rather, for washing windows – the minimum wage is $58 a week. Oddly enough, salaries don't increase in proportion to the worker's distance from the ground. Penthouse and skyscraper windows don't rate any more than ground-floor jobs.

Their Campus Is the Seven Seas

By Robert M. Yoder

***Saturday Evening Post*, Aug. 23, 1947**

A new United States training academy has joined the ranks of West Point and Annapolis. For the past five years Kings Point has been training ensigns for the Maritime Service.

The United States Merchant Marine Academy at Kings Point, New York, was a war baby. It was established to assure our wartime Merchant Marine of young officers with "know-how" in seamanship, world trade, and engineering. Previously maritime officers had "come up from the ranks," without systematic training.

A forty-hour work week is the regular agenda for Kings Point students. Their courses are stiff; the military discipline is tough. But the school doesn't lack for students. It has graduated 8,200 ensigns. In its 102 years Annapolis has graduated only 17,000.

Merchant Marine cadets are chosen through competitive exams taken by high school seniors. Those who pass spend their first year at a shore school – either in San Mateo, California, or Pass Christian, Mississippi. As sophomores, students are sent to sea to be junior officers on merchant ships. The handsome campus at Kings Point is the midshipmen's berth for their last two years of training.

Sex Goes to School in Oregon

By Bob Gilmore

***Better Homes and Gardens*, Sept., 1947**

Sex education is a compulsory course in every public school in Oregon, from the first grade through the twelfth. The program, which the state legislature voted on two years ago, has the blessings of educators, religious leaders, and parents' groups throughout the state.

Oregon students don't learn about sex in a vacuum. The law calls for a coordinated curriculum in health and physical education. The sex instruction is spread over a gradual, twelve-year course. It includes family living, health and hygiene, nutrition, first aid, safety, and community health problems.

The city of Bend, Oregon, is a fine example of how the law was put into effect. The supervisor of health and physical education for the city's schools first set out to publicize the program. He discussed it with church leaders; they gave their stamp of approval. He set up a panel of local doctors and PTA mothers to examine the law and the proposed courses. By the time students and specially-trained teachers sat down to their first sex education classes, everyone in Bend was sold on the idea.

Today students, teachers, parents, doctors, and religious leaders are enthusiastic about the courses. The program's leaders admit that its results cannot be estimated immediately. That will have to wait until a full twelve-year cycle of school education has elapsed. But everyone agrees that Oregon schools are well on their way towards their goal of turning out healthier, more mentally-fit men and women for tomorrow's families.

Stardusters

By Joseph S. Stocker

***Boys' Life*, August, 1947**

You take off at 125 miles per hour; your plane's cruising speed is around 420 m.p.h.; and she can hit over 600. No, that's not Buck Rogers stuff. That's how you'd travel in a jet-propelled P-80 (Lockheed Shooting Star).

It's a startling experience. Jet pilots-in-training at the Army's Williams Field, in Arizona, can testify to that. Even to these men – all seasoned flyers, the cream of the Air Corps crop – jet-propelled planes are awe-inspiring.

The basic theory of jet propulsion isn't difficult to understand. You've demonstrated it on a tiny scale when you've made a plane of a balloon. Remember how you blew up the balloon, left its mouth open, and sent it careening into the blue with its air escaping behind it? "In a P-80 the air is pulled in through two ducts on either side of the fuselage. The engine compresses the air and forces it to burn fuel in a combustion chamber. This produces exhaust gases which drive a turbine, which in turn operates the compressor. Then the gases rush out through the tail pipe. This provides a powerful reaction which pushes the plane forward." That's jet propulsion; it means that you can travel as fast as sound!

Students at Williams Field, the only jet-propulsion transition school in the world, receive thorough training in theory before taking off in their P-80s. They also learn about every inch of their planes, and they "fly" model ships. Only then do they step into the low-slung cockpits for their initial jet flights.

All Aboard the Freedom Train!

By ETHEL M. DUNCAN



THE Freedom Train is coming to your state!

What is the Freedom Train? It is a seven-car railroad train which has a load of precious documents on board — original letters, treaties, and drafts which are the most treasured records of our American history.

Among the documents on the Freedom Train are the original drafts of the Constitution and the Declaration of Independence.

The official manuscript of the Bill of Rights will be in the exhibit.

The Mayflower Compact and Roger Williams' Statement of Religious Freedom, among many other papers, record America's fight for freedom during colonial times.

And the surrender documents of World War II show how the struggle for life, liberty, and the pursuit of happiness has continued to present days.

As it travels through the 48 states, the Freedom Train will remind every American that liberty and freedom are not gifts. The hundreds of precious documents show that American liberty is ours only because men gave their thoughts, their actions, and their lives to it.

The Freedom Train's visit to your city, or one near-by, will be a once-in-a-lifetime chance to see all these precious documents.

The red-white-and-blue train started its 29,000 mile journey last week. It will be on the road for a year, visiting every state in the Union. It will stop in more than 300 cities.

The train will make one-day stops except in a few large cities. But 1200 visitors can look at the documents each hour.

To find out where the Freedom Train is going during the first three months turn to page 20 of this issue.

Now, on with our pageant, "All Aboard the Freedom Train."



FIRST NARRATOR (*at stage right*): The Freedom Train is on its way. Rolling out from Philadelphia in the golden autumn time, she moves toward ever-new horizons until the western ocean looms.

SECOND NARRATOR (*at stage left*): Millions of voices in the towns of the land tell of the journey and all it means.

CHORUS (*grouped around the piano on the floor level*):

UNISON: They talk about the Train
and her precious freight,
Documents of Freedom
with title and date.

SOLO 1: They tell what is written in Ben Franklin's hand,

SOLO 2: And what Tom Jefferson said about this land.

FIRST NARRATOR: These carloads of priceless papers come to show us the written faith of dauntless men and women.

SECOND NARRATOR: Centuries-old strokes of sturdy quills spell out the thoughts and deeds of men who wrested freedom from the grasp of tyranny and greed.

CHORUS:

SOLO 3: King John and the barons,

SOLO 4: With Runnymede the scene –

UNISON: Mighty Magna Charta
Won in 1215!

*TABLEAU 1**: King John, seated at a table, is placing his seal on the Magna Charta. Around him stand the barons of England, their shields and banners emblazoned with the emblems of heraldry. Bishops and other churchmen, together with soldiers and courtiers, complete the picture. As the curtains are slowly opened stately chords are played on the piano and two Readers step from the tableau group to stage right and left respectively. They read from scrolls.

1ST READER: No man shall be condemned but by the judgment of his peers.

2ND READER: We shall SELL to no man justice or right.

1ST READER: We shall DENY to no man justice or right.

2ND READER: No taxes shall be imposed on our kingdom except by common counsel of our kingdom.

(*As each decree is read there is a majestic roll of drums and, with the last statement, the curtains close.*)

FIRST NARRATOR: Down through the centuries has come our heritage.

SECOND NARRATOR: Charters of Democracy ride the Freedom Train.

CHORUS:

UNISON: The great Declaration
that the States were born

SOLO 1: In July '76

SOLO 2: And the King forsworn.

UNISON: The Treaty of Paris

SOLO 3: Dated 1783,

SOLO 4: An epoch-making document

UNISON: That said Thirteen States
were free.



King John sealing the Magna Charta

TABLEAU 2: Music of "America" (*up as the curtains open*). We see a group of men standing near Benjamin Franklin who is seated at a table signing a document. On the wall hangs a large map of North America showing the boundaries of the States and marked with great letters – THE TREATY OF PARIS 1783. Again two Readers step to stage right and stage left respectively. They read from history books.

MUSIC (*down*)

1ST READER: In September, 1783, John Adams, John Jay, and Benjamin Franklin for the United States signed the Treaty of Paris which brought the Revolutionary War to an end.

2ND READER: According to the Treaty of Paris, the United States of America extended from the Atlantic Ocean to the Mississippi River.

1ST READER: And from the northern border of Florida to the Great Lakes.

MUSIC (*coming up*)

2ND READER: Thirteen States!

1ST READER: New Hampshire!

2ND READER: Massachusetts Bay!

1ST READER: Rhode Island! Connecticut!

2ND READER: New York! New Jersey! Pennsylvania!

1ST READER: Delaware!

2ND READER: Maryland and Virginia!

1ST READER: North Carolina! South Carolina!

2ND READER: Georgia!

MUSIC (*up and out as the curtains slowly close*)

FIRST NARRATOR: The eighteenth century Americans made a Constitution that said what was lawful in the new land. On board the Freedom Train is the early draft of that document showing corrections in Washington's handwriting.

SECOND NARRATOR: And the first ten Amendments to the Constitution, loaned by the National Archives, ride the Freedom Train.

CHORUS:

UNISON: Official and original,
The Bill of Rights is there;

SOLO 1: Its words of law and justice
Let him deny who dare.

(*Two pupils step from behind the closed curtains and hold aloft a great scroll titled – THE BILL OF RIGHTS. In turn, they read excerpts from the scroll.*)

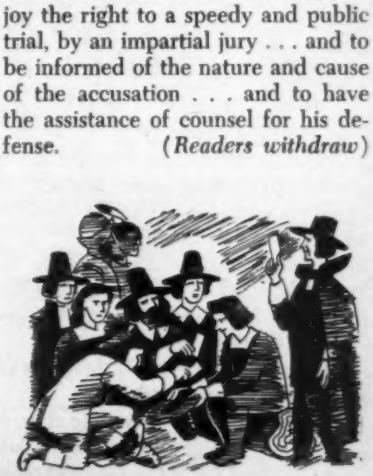
1ST VOICE: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof –

2ND VOICE: Or abridging the freedom of speech, or of the press –

1ST VOICE: Or the right of people peaceably to assemble.

2ND VOICE: The right of trial by jury shall be preserved.

1ST VOICE: The accused shall enjoy the right to a speedy and public trial, by an impartial jury . . . and to be informed of the nature and cause of the accusation . . . and to have the assistance of counsel for his defense. (*Readers withdraw*)



Town Meeting

* To facilitate the changing of the scenes, the first two tableaux can be set at the same time and concealed, one from the other, by an arrangement of screens. Several classes could be invited to assume responsibility for presenting one tableau.

FIRST NARRATOR: Words of justice written into the Constitution of the United States are these. Fair words for a fair land.

SECOND NARRATOR: A land most fair.

CHORUS:

UNISON: Her splendors sweep from sea to sea.

SOLO 1: Niagara rolls in majesty,

SOLO 2: The high Sierras vigil keep
Where blooming westlands round them creep,

SOLO 3: And red-walled canyons aeons old
The ancient tale of earth unfold.

SOLO 1: Broad plains are green with vine and tree,

UNISON: Her splendors sweep from sea to sea.

FIRST NARRATOR: A lovely land!

SECOND NARRATOR: A land most fair!

CHORUS:

UNISON: Rich are her gifts from beauty's store –

SOLO: New England hills forevermore
In fragrant robes of verdure rise
To the eternal restless skies.
Soft scented airs stir southern trees,
Bright northlands breast the Arctic seas,
And blue lakes wash a prairie shore –

UNISON: Rich are her gifts from beauty's store.

FIRST NARRATOR: On and on through a lovely land moves the Freedom Train with her precious freight, winding her way to every state of the Union, through the days and the nights of a rounded year. Step aboard the Freedom Train, Americans young and old!

MUSIC – "Tenting Tonight" (*chorus group humming*)

SECOND NARRATOR: See the never-to-be-forgotten decree signed by Lincoln's hand – THE EMANCIPATION PROCLAMATION!

FIRST NARRATOR: Pause beside the notes he made when they asked him to speak in Pennsylvania at a place called Gettysburg.

MUSIC – "Tenting Tonight" (*chorus singing the refrain*)

FIRST NARRATOR: Read the story of Freedom sending her roots deep into the Constitution of the United States.

SECOND NARRATOR: Freedom growing into a mighty tree that shelters all, men and women of every race and creed!

CHORUS:

1ST VOICE: Amendment Thirteen. Adopted 1865. Slavery abolished. (*a roll of drums*)

2ND VOICE: Amendment Fourteen. Adopted 1868. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. (*a second roll of drums*)

3RD VOICE: Amendment Fifteen. Adopted 1870. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race or color. (*a third roll of drums*)

MUSIC – James Weldon Johnson's "Lift Every Voice and Sing" (*one stanza sung as a solo or by a chorus of voices, then music down and under while the Narrators speak*).

FIRST NARRATOR: A generation ago a new freedom touched the lives of women in this land.

SECOND NARRATOR: Amendment Nineteen. Adopted 1920. The right to vote affirmed. The Anthony Amendment.

TABLEAU 3:

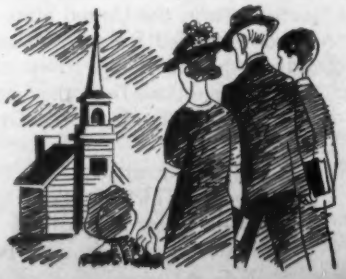
MUSIC (*up as curtains open*)

Stage right – Abigail Adams, quill in hand, is seated at a desk writing a letter.

Stage left – Posed figures representing the Adelaide Johnson Portrait Monument in the Capitol at Washington, D. C. – Elizabeth Cady Stanton, Susan B. Anthony and Lucretia Mott.

Stage center – two curtained booths and a ballot box. Groups of men and women wait their turn to vote. As a voter comes out of a booth another enters. Men and women drop their ballots in the box.

FIRST NARRATOR (*music down*): The Freedom Train bears the recorded story of women's struggle for





civil rights. Read the plea of Susan B. Anthony and others who asked protection in their right to vote. Go and see what Abigail Adams said in 1776 when she wrote a letter to her husband concerning the need of a code of laws for the new country. The new country, Abigail Adams called it.

SECOND NARRATOR (*curtains closing*): Yes, a new country set in an old land. A new country clasping hands with the past, reaching for the hand of the future. The United States of America!

CHORUS:

UNISON: Her days are myriad as the sands
That meet the waves in sea-girt lands.

SOLO 1: The cliff child wrought when earth was young,

SOLO 2: Here were the red men's sagas sung.

SOLO 3: Puritan and cavalier
Heard her far call and gathered here.

SOLO 4: Her children speak of many lands,

UNISON: Her days are many as the sands.

FIRST NARRATOR: An old land with an old dream, a dream of freedom for all!

SECOND NARRATOR: The American dream!

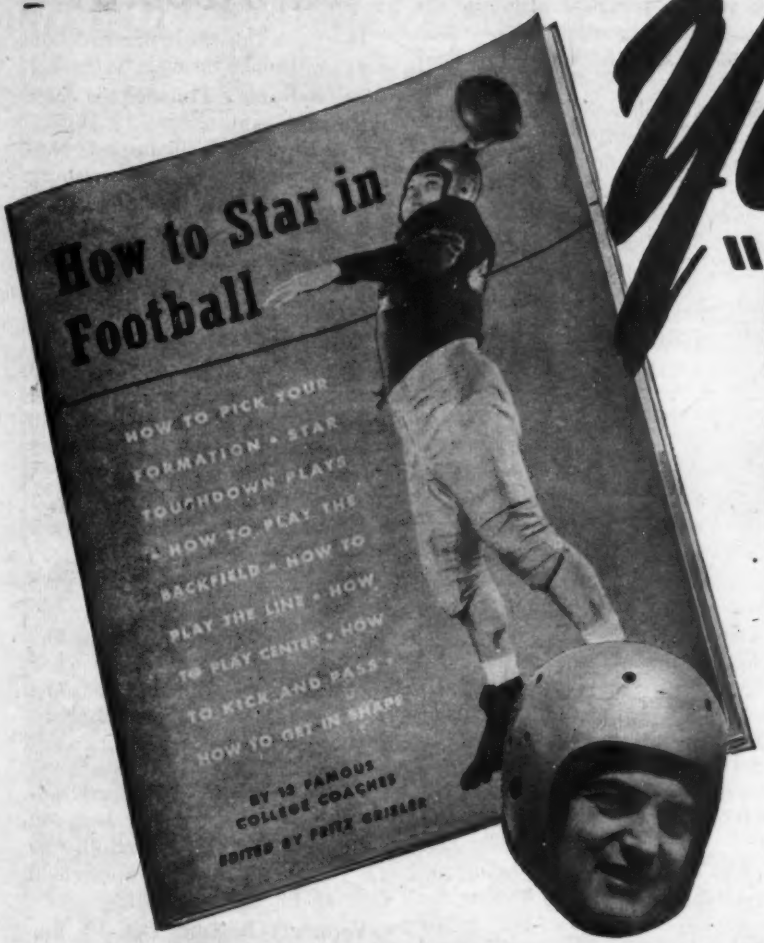
CHORUS:

UNISON: Oh, it's true enough when all's been said
You can't lock Freedom in glass and lead
And ride it around for folks to see
In a great big liberty jubilee.

SOLO 1: Freedom lives in the hearts of men.

FIRST NARRATOR: What you'll find

FOR EVERY BOY WHO WANTS TO PLAY WINNING FOOTBALL



Yours! "How to Star in Football"

- ★ BRAND NEW 1947 EDITION
- ★ 32-PAGE, ILLUSTRATED BOOK
- ★ EDITED BY "FRITZ" CRISLER Coach at University of Michigan
- ★ STAR PLAYS OF 13 FAMOUS COACHES

and

- ★ SPECIAL SECTION ON PUNTING AND PASSING BY SID LUCKMAN, ONE OF FOOTBALL'S ALL-TIME GREATS!

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SEND NO MONEY!

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Yes! The brand new 1947, Quaker Oats football book is *ready now!* This great new 32-page book on football strategy, skills, fundamentals and drills is something you won't want to miss! Here are scoring plays from 13 of America's greatest coaches! Tips and diagrams on each football formation; how to play backfield, line and center. Covers every important phase of football! Be sure to send for it today! All yours for just one trademark from a Quaker or Mother's Oats package.

And say, fellows—take the advice of Jeff Cravath, Henry Frnka, Howie Odell and other famous coaches on the best training cereal for you at breakfast! They agree that oatmeal—Quaker Oats—can't be beat! Because oatmeal brings you more Protein, Vitamin B_1, Food-Energy and Iron than any other natural cereal. Enjoy it daily for its great stamina benefits!

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City.....Zone.....State.....



on the Freedom Train is the record of what has been thought and done through the pain and the joy, the songs and the tears, of thousands of days in hundreds of years.

SECOND NARRATOR: On board the Freedom Train is the heritage won for us by many men and women.

CHORUS:

UNISON: Freedom lives in the hearts of men.
It must be earned and tended, now as then.

FIRST NARRATOR: On board the Freedom Train is the American way of life written into the law of the land.

CHORUS:

SOLO 1: Be vigilant for Freedom –

UNISON: It's a priceless thing.

SOLO 1: Cast your vote for Freedom,
Let your mandate ring –

SOLO 2: "Sweet dream of Freedom,

UNISON: Of thee we sing!"

FIRST NARRATOR (*moving to stage center, curtains closed*): All aboard the Freedom Train! Behold your heritage! Keep faith with noble minds that dreamed this dream and wrought so well.

SECOND NARRATOR (*moving to stage center*): Keep faith with Freedom in the world today. All aboard the Freedom Train! She moves on and on toward new horizons.

CHORUS (*which has begun to move to the stage from the right and the left at the words "All aboard" spoken the first time*):

UNISON: Keep faith with Freedom.
Preserve civil liberties –

SOLO 1: Freedom of speech and of the press.

SOLO 2: Freedom of religion.

SOLO 3: Freedom of assembly.

SOLO 4: The right to vote.

SOLO 5: The right of an accused person to trial by an impartial jury.

UNISON: Keep faith with Freedom – Freedom from Want!

SOLO 1: Millions of veterans need homes.

SOLO 2: Consumers buy with a shrinking dollar.

UNISON: Keep faith with Freedom!

SOLO 3: Discrimination robs millions of American citizens of their rights to jobs and votes.

SOLO 4: World trade is blockaded not by armed squadrons, but by restrictive tariffs.

SOLO 5: The schools need your support.

SOLO 6: The country's health needs have not been answered.

UNISON: Keep faith with Freedom!

SOLO 1: Homeless millions weep.

SOLO 2: Are we listening?

SOLO 3: Are we voting?

SOLO 4: Are we making the American dream come true?

SOLO 1: Are you?

SOLO 2: And you?

UNISON: And you? And you?

MUSIC – "America, the Beautiful"

(*The curtains open revealing the draped figure of Liberty holding the torch aloft. The entire cast of the chant and the tableaux gather around her.*)

MUSIC (*all singing*)

O beautiful for patriot dream,
That sees beyond the years –
Thine alabaster cities gleam,
Undimmed by human tears.
America! America!
God shed his grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

(CURTAIN)



All Aboard!

Here are the stops the Freedom Train will make through November.

Pennsylvania – Philadelphia, Sept. 17-18-19; Scranton, Nov. 12; Wilkes-Barre, Nov. 13; Williamsport, Nov. 14; Altoona, Nov. 15; Harrisburg, Nov. 16; Reading, Nov. 18; Allentown, Nov. 19; Chester, Nov. 20.

New Jersey – Atlantic City, Sept. 20; Trenton, Sept. 21; Elizabeth, Sept. 23; Paterson, Sept. 24.

New York – New York City, Sept. 25-28 (Manhattan, Sept. 25-26; Brooklyn, Sept. 27; Queens, Sept. 28); Van Nest, the Bronx, Sept. 30; Schenectady, Nov. 1; Utica, Nov. 2; Rome, Nov. 4; Syracuse, Nov. 5; Rochester, Nov. 6; Buffalo, Nov. 7; Elmira, Nov. 8; Binghamton, Nov. 9; Albany, Nov. 11.

Connecticut – Stamford, Oct. 1; Bridgeport, Oct. 2; Waterbury, Oct. 3; Hartford, Oct. 4; New Haven, Oct. 5; New London, Oct. 7.

Rhode Island – Providence, Oct. 8.

Massachusetts – Worcester, Oct. 9; Lynn, Oct. 10; Boston (North Station), Oct. 11; Boston (South Station), Oct. 12; Lowell, Oct. 19; Lawrence, Oct. 21; Haverhill, Oct. 22; Fitchburg, Oct. 29; Springfield, Oct. 30; Pittsfield, Oct. 31.

Vermont – Rutland, Oct. 13; Burlington, Oct. 15; Montpelier, Oct. 16.

New Hampshire – Concord, Oct. 17; Nashua, Oct. 18; Dover, Oct. 23.

Delaware – Wilmington, Nov. 21; Dover, Nov. 23.

Maryland – Salisbury, Nov. 22; Baltimore (Penn. Station), Nov. 25; Baltimore (Camden Station), Nov. 26.

Washington, D. C. – Nov. 27-28.

Virginia – Charlottesville, Nov. 29; Lynchburg, Nov. 30.

After November 30 the train will visit the other states in the country. The list of its stops will be published later in *Scholastic Magazines*.

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ADVENTURES of "R.C." and QUICKIE

HEROES OF THE FLOOD!

DON'T SEE ANYBODY ELSE, QUICKIE WE'D BETTER GET GOING — IT'S GETTING PRETTY DARK

ALL THIS WATER AND NONE TO DRINK! WHAT I WOULDN'T GIVE FOR A BOTTLE OF ROYAL CROWN COLA RIGHT NOW!

A DAM HAS BURST ABOVE A SMALL COLLEGE TOWN AND "R.C." AND QUICKIE HAVE SPENT THE DAY RESCUING SURVIVORS FROM THE FLOOD!

HELP!

HANG ON, KID! WE'RE COMING!

YOU HOPE, "R.C.," LOOKS HOPELESS TO ME!!

SUDDENLY A GIRL CLINGING TO A CRATE SHOOTS PAST THE BOYS!

LOOK! SHE'S CAUGHT ON THAT POLE! NOW'S OUR CHANCE!

I'LL STEER PAST HER. YOU TRY TO SNAG THE POLE WITH THE BOAT HOOK!

QUICKIE HOLDS THE BOAT ON ITS COURSE IN THE ROARING, SEETHING FLOOD WATERS. AS THE SMALL CRAFT RACES PAST THE POLE, "R.C." LUNGES AND HOOKS AN IRON BRACE

CAREFUL, MISS! DON'T TOUCH THOSE WIRES! I'LL GIVE YOU A LIFT

HERE, I'LL HOLD THE HOOK. YOU HELP THE GAL!

IF YOU EVER SLIP, "R.C.," YOU'RE BOTH GONERS

STEADY NOW! EASY DOES IT!

MADE IT! NOW FOR HIGH GROUND.....

...AND A BOTTLE OF ROYAL CROWN COLA

YOU BOYS ARE WONDERFUL. I'M GOING TO TELL DADDY ABOUT THIS, HE'S.....

DID YOU HEAR WHAT SHE SAID, "R.C."? HER FATHER'S A ROYAL CROWN COLA DEALER!

HE'LL GIVE YOU ALL THE ROYAL CROWN COLA YOU CAN DRINK — YOU DESERVE IT!

EVERYBODY DESERVES ROYAL CROWN COLA — IT'S THE ONLY COLA THAT'S BEST BY TASTE-TEST!

CHARLES STARRETT

Columbia Pictures Western Star, says:

YOU'RE ON, BUCKEROO! RC SURE TASTES BEST

"I took the cola taste-test four years ago—picked RC best-tasting. It has been my favorite ever since!" Try it! Say, "RC for me!" That's the quick way to get a quick-up with Royal Crown Cola—best by taste-test!

ROYAL CROWN COLA

Best by taste-test

ROYAL CROWN RC COLA

2 FULL GLASSES



The Four-Day Love Affair

By Richard H. Nelson



ONE thing I'll say for Steve: he usually peps up our fifteen-minute hike home from school and makes an interesting experience of it, but on this particular afternoon he was letting me down. Of course I knew what the trouble was; it was just that he was smitten again. The symptoms were unmistakable. When Steve goes through an entire day of school and shows up with his hair still combed, it can only be a woman. Also, he looked mildly seasick, which meant that he was trying hard for a soulful expression. I stood it as long as I could and then broke the silence.

"This time it's gotta be a blonde," I said. Steve lifted his surprised eyebrow and looked at me.

"It so happens that she is a blonde," he admitted. "Since when have you turned psychic?"

"Elementary, Watson old kid. The last three were brunettes, and you're a fellow who hates to get into a rut."

He was still contemplating a snappy comeback to that one when we arrived at my place. During our past three and a half years at Grant High, it's become almost traditional for Steve to follow me home from school and then hang around until feeding time.



We went in. Steve shed his overcoat, draped it over the piano bench and flopped on the settee.

"Hank," he said serenely, "she is wonderful."

"I'm so frightfully happy for you, darling," I cooed.

He looked a little peevish. "You're not even trying to get along," he accused. "Now, look, I'm sorry, but – well, I have a date for the football game tonight."

It had been understood that the two of us were going to the game together with the rest of the boys.

"Well," I said, "it's your car, and who am I to fly in the face of destiny and young love?"

He grinned his little grin – the one he thinks will make people forgive him anything. "I'm glad you see it that way," he said. "For a minute I was afraid you'd break down and weep salt tears because I'm throwing you over for a woman."

I simulated an indifferent yawn. "I can live," I told him. "And just what is this miraculous hunk of femininity called?"

We always talk that way. I enjoy rolling words around on my tongue, and Steve likes to flex his verbal muscles, too.

"You'll probably see her at the game tonight." He rolled off the couch, shrugged into his overcoat, and turned to the door.

"Speak up, man," I prompted. "Her name."

"Yes," he said. "Her name is Sylvia. So long, Hank."

He closed the door thoughtfully behind him, and I watched him saunter dreamy-eyed down the walk.

The football game that night was something that shouldn't happen. Not that we didn't win; we did: 34-6; but I didn't see much of the game. Our cheering section was down in the lower division of the grandstand. Steve

(*Continued on page 24*)

What do you need to go into business —and stay in?









1. The first thing you need when you go into business for yourself is an idea, or a service, or a product—*something to sell*, in other words. The better that "something" is, the better your chances of getting enough customers—and of keeping them satisfied.

2. Next you need money enough to get started and to keep going until income catches up with outgo. Maybe you use your own savings—or maybe you borrow from a bank—or from other people who have enough confidence in your proposition to *risk their savings*.

3. Then, of course, you need loyal employees who know their jobs, and a place in which to do business. And this will have to be equipped with supplies, or materials, or machinery—the "tools" with which to work.







4. Now comes good management. Maybe yours is the kind of business you can run all by yourself. If not, you'll have to hire a capable manager. If you fail here, competition will soon force you out of business. Then you and your backers will lose their money and you and your employees will be out of jobs!

5. And almost from the day you start, you'll need to do *enough* business to meet your payroll, your rent, your taxes and all your other expenses. And these charges must be paid before there'll be anything left for you or your backers.

6. Finally you need to make a fair profit —not just because you *want* one, but because that's the only way you can *stay* in business. Profits are the very *mainspring* of American industry. And they pay for the expansion and improvements that bring more products, more jobs, lower prices and greater security for all.

NATIONAL ASSOCIATION OF MANUFACTURERS

For a Better Tomorrow for Everybody

Write for your free copy of "Who Profits from Profits?" Address: NAM, 14 W. 49th St., N.Y. 20, N.Y.

Most Americans say they think 10 to 15 cents out of each dollar of sales would be a fair profit for business to make. As a matter of fact, industry averages less than half that much!

Four-Day Love Affair

(*Continued*)

and the girl sat about ten rows below us, where I could watch every move they made. I watched.

The first score of the game was made by the opposing team, and our cheering section clammed up solidly. We pepped up a little when our center blocked the conversion, however, and from then on I was busy observing Steve.

When we made our first touchdown, everybody stood up and bellowed. This Sylvia was a cute number at that, and a regular fireball when it came to yelling. I saw her hopping up and down, screaming herself red in the face, while Steve stood by, pounding people on the back and making quite a little noise on his own. On the second touchdown, he devoted all of his backslapping to Sylvia; on the third, he grabbed her by the arm and shook her violently, while she screamed in high elation. When our team scored a fourth time, Steve made a lunge for Sylvia, but missed her. Then came the fifth touchdown. Steve caught her as she was coming down, clamped her in a powerful bear hug, and didn't let go until after we kicked the extra point.

The game ended and the spectators started moving toward the exits. I was caught in a minor traffic jam, so Steve and Sylvia got out of the stadium just ahead of me. I saw them crossing the street, laughing cozily and holding hands, making a most distasteful spectacle of themselves.

THE next day was Saturday. I had planned to sleep late, but Mom started vacuum-cleaning downstairs and roused me from a near coma at eleven-thirty a.m. After wrestling in front of the bathroom mirror for ten minutes or so, I decided that I was in need of a haircut. Breakfast over, I headed for the neighborhood clip-joint.

I was just rounding a corner when Steve hove into view.

"Hi, stranger," he called when he saw me. "What's on your roster today?" He looked guilty for some reason, but I didn't think anything of it at the time.

"I'm on my way to get scalped," I told him.

"Well," he said, "talk about coincidence! That's where I'm headed, too."

We walked into the barber shop together.

"Sure was a good game last night," he said. "Smart strategy."

"You're telling me!" I said, and I wasn't talking about football.

We decided who would get clipped first by the usual method. It came up tails, and while I settled down with a magazine, Steve climbed into the barber chair. His hair was almost ready for a snood.

"Give me a crew-cut," he instructed the barber. "Short."

I dropped my *Esquire* in surprise. "Do you realize what you just told this man?" I waved at the barber, who looked a little bewildered.

Steve was annoyed. "You don't have to make a scene," he muttered. "I just want to be different for a change, that's all."

"You want! That Sylvia woman's the cause of this, and you know it!"

He grinned sheepishly. "She *did* say crew-cuts look distinguished," he admitted.

"*She* said! *She* said!" I hooted. "When are you going to promote a mind of your own?"

"Why don't you drop dead?" he inquired coolly.

When at last he descended from the chair, he was a changed lad. All I could think of was Prussian militarists and inverted hairbrushes.

I indicated the heap of shorn tresses at the barber's feet. "Why not sweep that up and put it in a sack, or something?" I suggested. "You could weave a swell rug."

Steve said, "Get your haircut, Hank. I'll wait for you."

He followed me home under the pretext of wanting to copy my math assignment, but I knew he just wanted to spout about his date with Sylvia.

"Hank," he confided when he had gained the privacy of my room, "she is wonderful."

"Yes, you said that before," I reminded him.

"We have so much in common," he continued. "For instance, we agree that pipe-smoking is a very masculine habit."

"Now that's a novel outlook," I mused, gazing thoughtfully out of the window. It was Steve's turn to contribute to the conversation, but he didn't say a word. I glanced at him expectantly, and felt my eyes bulge in alarm. There was a big, black briar pipe clamped between his teeth.

"Lover-boy," I croaked, "you haven't – you haven't – ?"

"Yes," he said. "I have taken up the weed."

"That I should live to see this day," I moaned. "That you should sink so low. It's that Sylvia, that's who it is! You go on one date with her and you're a ruined man! What *happened* last night?"

"Oh, nothing," he said a little sulkily. "I got her something to eat, and then I took her home, that's all. But I dated her for tomorrow night," he added quickly.

"Tomorrow night," I murmured. "Yes. But, why not tonight? Why not every night? Why not on and on and–"

"Hank!" he said sharply. "You worry me when you start babbling that way. The fact is, she has a date for tonight."

"Aha!" I cried. "Then there is hope! Maybe she'll fall for this fellow she's dating. Maybe she'll throw you over for him. Then where'll you be, huh? Just a shell of a man, that's all. Oh, the heartbreak! What will you do? Where will you turn?"

There was a dead silence.

"I'm sorry," I apologized. "It was the pipe – terrible shock, you know. I was carried away."

"Yes." He started for the door. "I think I'll go now. I intend to map out my campaign for tomorrow night. Then, too, no one's home this afternoon, and it'll be a good time to break in the pipe."

"Yes," I said. "The pipe."

AFTER Steve left, I began doing a little serious thinking about his latest crush. When you came right down to it, this was no more serious than the rest of them. Steve would average about one a month in a good year, and there was no reason why this one should be any worse than the others. As for the pipe and crew-cut, I remembered the previous winter, when Steve had fallen for a female of the athletic type. He had worn his arm in a plaster cast for three months after trying to learn to ski.

That evening I telephoned Steve to tell him I had accidentally given him the wrong answer to one of our math problems. His mother answered and told me she had come home just a few minutes before and found her Steve ill. She had no idea what the trouble could be. I assured her that he had a rugged constitution, and that everything would be all right.

The next afternoon, which was Sunday, I walked over to Steve's to copy

(*Continued on page* 35)



Eighteen-year-old Richard Nelson won Honorable Mention in the Short Story Division of the annual Scholastic Writing Awards last Spring. Since then he has been putting in time on a Forest Service lookout station, but this fall he will "move camp to the University of Oregon." Dick says "Hank" and "Steve" of the famous love affair are in reality his bosom buddy, Vic Flach, and himself. The story, he adds, is fiction, but "the boys have made many friends since they strolled from my typewriter."

He Plans for To-morrow

The Story of

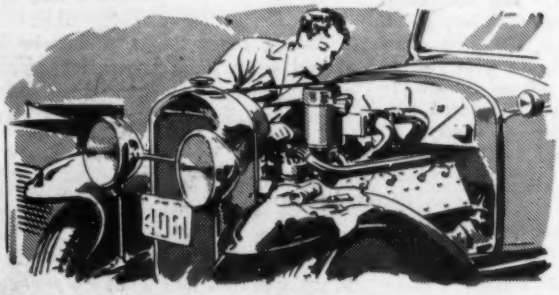
Jim Young



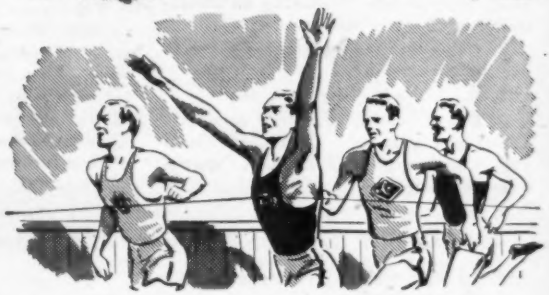
● Did you ever wonder who plans and develops the home appliances which you use? Well, they're men like Jim Young. These men think up new designs and then they plan and develop and improve these designs until they become workable and practical realities. Right now, the General Electric refrigerators, ranges, and other appliances that homemakers will buy in 1950 are under development.

As Engineer in charge of Advance Engineering Section of the Appliance and Merchandise Department, Jim's group develops appliances two to five years ahead of the market, trains new engineers for the Department, and consults with others on technical questions.

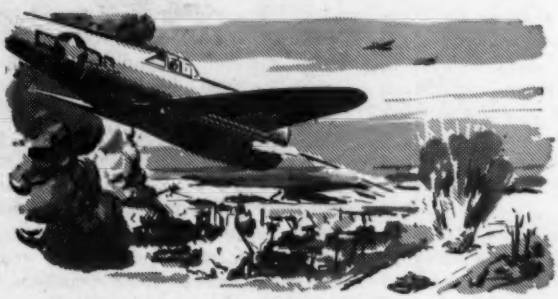
Jim and his fellow-workers are contributing to the improvement of products by doing a full-time job of finding better methods and materials. *General Electric Company, Schenectady, New York.*



Born in Philadelphia, Pennsylvania, Jim was very much interested in science—both in school and at home. He used to take apart, and rebuild, old automobiles as a hobby.



He entered Lafayette college at the age of 16, and was graduated in 1937 with a B.S. degree in M.E. While there he not only won many scholastic honors, but also took part in numerous sports.



According to Jim, the first "real work" he did in G. E. was on large-size rocket-launchers, both airborne and land types. During the war he also did work on torpedo gyroscopes.



Jim still likes all forms of athletics; his main sport is golf. He and his wife now make a hobby of planning the home which they are going to build.

GENERAL ELECTRIC



jam Session

WHAT do you think a high school graduate should know? Do parents give teen-agers too much or too little freedom nowadays? What are your pet peeves in dating? Should high school students "go steady"?

That is the kind of questions answered on this page about once a month when Jam Session takes the place of "Boy dates Girl." Who answers them? *You* do!

Hundreds of high school students — many entire classes — answered this question near the end of the school term last spring, WHAT DO YOU THINK A HIGH SCHOOL GRADUATE SHOULD KNOW? Here are the results listed in the order of preference:

1. How to make friends and get along with people (including an understanding of other peoples).

2. Goals in life (including how to choose a vocation).

3. A knowledge of government.

4. How to speak and write correctly.

5. Good character (including ideals and standards, dependability, sportsmanship, loyalty, etc.).

6. Good manners and personality.

7. How to manage money and time (including leisure-time activities).

8. Ability to think clearly and make up one's own mind.

9. Good health habits (including a knowledge of sex).

Boyd Reeves' letter (the first printed below) is an excellent summary of most of the things mentioned by students from all sections of the country. Read his letter and selections from others and see whether you agree.

The topic for the next Jam Session will be: WHAT DO YOU CONSIDER THE FIVE OUTSTANDING MOVIES YOU'VE SEEN IN THE PAST YEAR? In addition to listing your favorite five, tell which *one* you liked the best and *why*.

Write your opinions and mail them *not later than* October 6 to Gay Head, *Scholastic Magazines*, 220 East 42nd Street, New York 17, N. Y. If you do not wish your name printed, please say so, but all letters must be signed with name and school address in order to be eligible for publication on this page.

— *Gay Head*

TODAY'S QUESTION

What Should a H. S. Graduate Know?

I think that a high school graduate should have three marks of maturity: *self-reliance, a sense of responsibility,* and *self-control.* He should be able to make and keep friends, to budget his time and money, and he should have a knowledge of governmental and world affairs. He should have an idea of the vocation he wishes to follow. Race and color should not make any difference in the way he treats his associates. He should have a vocabulary sufficient for his needs, and he should be able to speak and write correctly. He should have ideals and standards that will enable him to make a successful home and family life. Religion should be a part of his everyday life. He should be able to take care of his leisure time and spend some of it on hobbies and sports. He should have learned to feel at ease at a formal dance or dinner or whenever he is before the public. He should be able to make application for a job, personally, or by letter. A high school graduate with these qualities will be a genuine asset to his community.

Boyd Reeves
Cedar City (Utah) H. S.

The only real essential for a high school graduate is to know how to get along with people. Anyone with average intelligence can pick up the trade or vocation he wishes to enter even if he does not get sufficient training in school. People can tolerate you if you're willing to learn, but not if you can't get along with them.

Anne Taback
Tilden H. S., Brooklyn, N. Y.

A high school grad should have some background in the social sciences so that he will know what a union is and what it is for.

Robert Trouvillion
Chicago (Ill.) Vocational School

He should know exactly how his government is run and be so familiar with it that he can find the "weak spots."

Audrey Morton
Bradford H. S., Kenosha, Wis.

I think a graduate should have an elementary knowledge of every subject. Specialization belongs to the college field, not to the high school curricula.

Leonard Lorenson
Washington H. S., Sioux Falls, S. D.

He should have acquired dignity, and should be able to meet difficult situations with poise.

Colleen McCanna
Bishop Muldoon H. S., Rockford, Ill.

A high school graduate should know how to keep an open mind on all subjects. Above all, he should realize that he knows very little about anything.

Larry DiPlacido
New Castle (Pa.) H. S.

Among other things, I believe he should have some knowledge of the atomic bomb, supersonic speed, and other scientific developments that have come up in the last five years.

Robert Ethington
Lincoln H. S., Council Bluffs, Iowa

The most important thing that a high school graduate should know is how to make friends and influence *enemies.*

Betty Merritt
Newton (Kansas) H. S.

A high school graduate should know himself: his own character, his attitudes, his personality, and his ability. Of course, it is important to know how to figure a budget, and how to do a certain job well enough to make it a vocation. Yet even with such skills, how far will the graduate get if he doesn't know himself? He should ask himself: Can I face people with a smile even when I feel terrible? Have I had enough psychology to understand people and their hardships? If every graduate could answer these questions, I think the world would be smoother.

Beverly Patterson
Bremerton (Wash.) H. S.

Since we are all planning on marriage in the future, a high school graduate should understand the factors that enter into choosing a mate. He should know something about the human body

(Concluded on page 37)

"Astounding!"

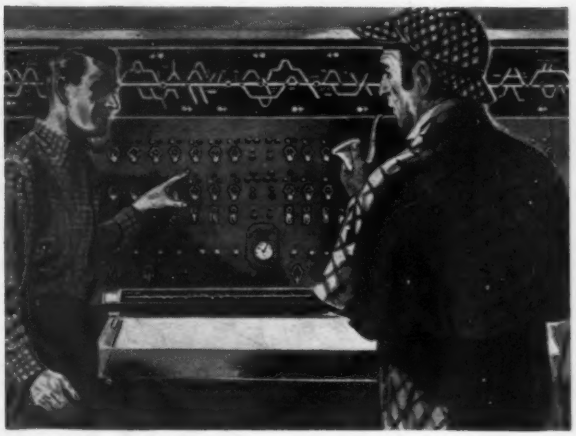
cried Mr. Holmes





SHERLOCK HOLMES: Extraordinary, your modern railroads! Do you mean to say that switch is thrown by a man who *never sees it?*

RAILROAD MAN: That's right, Mr. Holmes. Both the switch and the signal beside it are run by remote control—and the operator is 50 miles away!

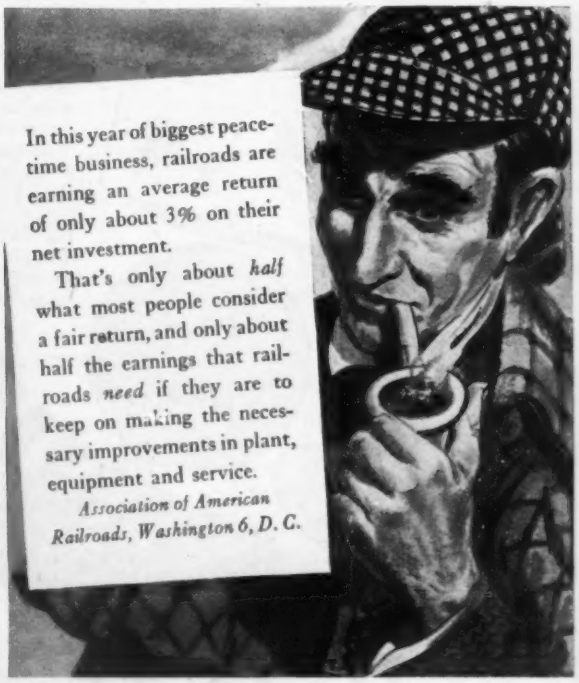


RAILROAD MAN: Here we are in front of the marvelous "electric map" which shows the location of every train on a long stretch of track. Colored lights indicate the position of each switch and signal. The operator can throw switches and direct trains many miles away—simply by turning the little knobs in front of him!



HOLMES: Must be frightfully costly to install such a marvelous mechanism!

RAILROAD MAN: Yes, it is—but "centralized traffic control," like other modern railroad equipment, helps make possible the swift, safe rail transportation on which this country depends. Railroads can *continue* to progress if they earn enough money for the fine service they give!



In this year of biggest peacetime business, railroads are earning an average return of only about 3% on their net investment.

That's only about *half* what most people consider a fair return, and only about half the earnings that railroads *need* if they are to keep on making the necessary improvements in plant, equipment and service.

Association of American Railroads, Washington 6, D. C.

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Ask to See Ball-Band ARCH-GARD Shoes

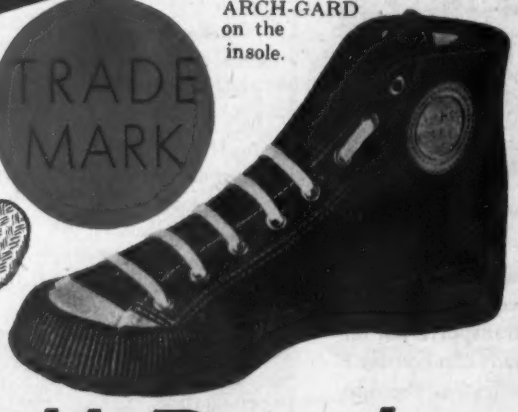
The ARCH-GARD supports your feet at the 3 vital points where feet need protection most, as the diagram at the left shows. It relieves strain and fatigue. You can enjoy ARCH-GARD support *only* in BALL-BAND Canvas Sport Shoes. Look for the name BALL-BAND ARCH-GARD on the insole.

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Ball-Band

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Say What You Please!

. . . and that's what we mean! This letters column, a regular feature in *Scholastic Magazines*, in open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editor, Scholastic Magazines, 220 East 42nd St., New York 17, N. Y.—*The Editors.*

In a recent baseball game between Woodstock and Bacon Academies, an outfielder was using a catcher's mitt. He caught a fly ball, and the umpire declared the batter out. There has been much arguing since then, and I wonder if your Sports Editor would answer this question: Is it legal for an outfielder to use a catcher's mitt?

Seavey Morse, Jr.
Woodstock (Conn.) Academy

Our Sports Editor says the answer is *no*. According to Rule 21, every player, except the catcher and the first baseman, is restricted to the use of a leather glove weighing not over ten ounces and measuring not over fourteen inches around the palm. — *Ed.*

• • •

I've been reading your magazine since I was a seventh grader (I'm a senior now), and I don't like to miss a single issue. I especially enjoy the editorials. They're really super! I remember two that were extra good in last spring's issues — "Carry More Than Your Share" and "Make Up Your Own Mind." Let's have more like those. I think a lot of the world-wide tangles would be straightened out if more people would read and practice those editorials.

Fleta Ruth Rhodes
Oakdale (Ky.) Vocational School

• • •

Here is a problem I'd like to discuss in your "Say What You Please" column:

Being a young girl growing up in an historic period, there are many things I don't understand. Among them is the attitude of the South toward the Negro.

The Thirteenth Amendment abolished slavery. The Fourteenth gave the Negro the rights of a citizen and the protection of the law. The Fifteen gave the Negro the right to vote.

Yet today Negroes in the South cannot vote unless they own land or pay a fee. They cannot walk on the same side of the street as white men. If all men are created equal, how can this continue?

Roslyn Shapiro
Brooklyn, N. Y.

Any comments? — *Ed.*

Sharps & Flats

#Save Your Money. ##Good. ###Best.

VOCAL

##*Chi-Baba Chi-Baba* (Capitol). Peggy Lee. Top-notch singing by Peggy with excellent backing by husband Dave Barbour's orch. The flipover, *Ain'tcha Ever Comin' Back* is below Peggy's usual standard, completely lacking the warmth which characterizes her singing.

#*On the Sunny Side of the Street* and *Pinetop's Boogie Woogie* (Decca). Bing Crosby and Lionel Hampton. A bigger mismatching of talent would be hard to find.

###*Dry Bones* and *Ole Moses Put Pharaoh in His Place* (Decca). The Fred Waring Glee Club does two spirituals with beautiful phrasing and good tone.

#*If I Should Lose You* and *Skip-Rope* (Capitol). June Christy. Why Capitol ever released this flat, clumsy singing by June, we'll never know.

##*Old Shank's Mare* and *Get Off It and Go* (Capitol). Ella Mae Morse. Somewhat colorless singing backed by hep boogie.

##*Natch* (Columbia). Dinah Shore and Woody Herman. Fine, straight singing by Dinah is hashed up by Woody's cuteness. The flipover is *Tallahassee.*

JAZZ

##*T.T. on Toast, I Don't Know Why I Love You So, Indigo Echoes, Tough Truckin', Blue Mood, Delta Bound, Clouds in My Heart,* and *Slippery Horn.* (Columbia.) Duke Ellington. This album is part of a Hot Jazz series being issued by Columbia. It includes eight masters recorded between 1932 and 1938, but previously unissued. Discs range in excellence from *T.T.* and *Mood* (###) to *Indigo Echoes* (#) and spot such soloists as Rex Stewart, Barney Bigard, Lawrence Brown, Johnny Hodges, Cootie Williams, and Harry Carney. You can trace much of the development of the Duke's present orch through those platters.

###*Charlie's Choice* and *Stompin' at the Savoy* (Vox). Charlie Christian. A real collector's item of six sides by Charlie Christian, one of the greatest guitarists who ever lived. These were recorded at a jam session by an amateur recording expert and have never been released before. There's tremendous drive, rhythm, and beauty in Charlie's playing.

###*St. Louis Blues, Tiger Rag, Song of the Vipers, Will You, Won't You Be My Babe, Sunny Side of the Street* (Vox). Louis Armstrong. Another collector's album of sides recorded by Louis in Paris in 1934. Remember the date if they sound a little odd at first. Includes some of the best Armstrong singing and trumpeting you can hear.

###*Jack, This Is My Husband, They Needed No Words, Footnote to a Summer Love, The Children Met the Train, Little White Samba, A Little Girl Grows Up, Remember Me to Youth, The Amorous Poltergeist* (Vox). A group of fascinating, almost classical octets, by the modern American composer, Alec Wilder. Instruments include clarinet, oboe, English horn, flute, bassoon, bass clarinet, harpsichord, bass, and drums. The music is impressionistic, delicate, warm, and brilliant.

CLASSICAL

###*Delius' Concerto for Violin and Orchestra* (Columbia). Liverpool Philharmonic Orchestra conducted by Malcolm Sargent. Albert Sammons, violinist. This is one of Delius' more ambitious compositions and displays the composer's talents at their most lyric. Albert Sammons, to whom the concerto was dedicated, handles the violin sections with grace and skill.

##Liszt's *Mefisto Waltz* (Columbia). New York Philharmonic-Symphony Orchestra conducted by Arthur Rodzinski. A dramatic, colorful composition, competently recorded. However, if the Victor recording of William Kapell's piano performance is still around, we recommend it as a more exciting version.

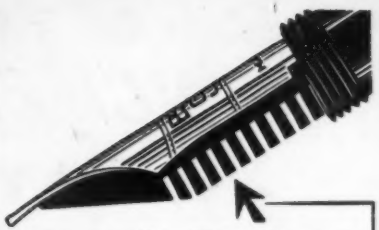
##########

A "Sharps & Flats Special" . . . Vocal



###*The Spaniard That Blighted My Life* (Decca.) Bing Crosby and Al Jolson in one of the funniest platters we've heard with Crosby and Jolson kidding the light opera kind of singing. The backing, *Alexander's Ragtime Band,* has some not very funny chit-chat, but the singing's good.

##########



Do You Know?

As you write, the heat of your hand may raise the temperature of a fountain pen barrel as much as 25 degrees. This expands the air in the sac and forces ink from the barrel. Unless the point is equipped with "combs", this rush of ink will flood off the point. The "combs", however, catch the surplus ink and keep your writing free from blots.

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RENEW-POINT FOUNTAIN PEN

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MODEL 69—A Bolt Action Repeater that for looks and action will delight any 22 shooter. Shoots 22 Short, Long and 22 Long Rifle cartridges interchangeably. Inexpensive to own and shoot.

MODEL 72—Bolt Action Tubular magazine Repeater. Shoots 20 Short, 16 Long or 15 Long Rifle cartridges.

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MODEL 63—10 Shot Self-Loading Automatic with tubular magazine, loading through a port in the side of the stock.

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Following the Films

✓✓✓Tops, don't miss. ✓✓Worthwhile. ✓Save your money.

✓✓LIFE WITH FATHER (Warner Brothers. Produced by Robert Buckner. Directed by Michael Curtiz.)

America's favorite play (judging by the fact that it was the longest continuous-run comedy in theater history) has been transported to the screen. This elaborate technicolored production should assure the red-headed Day family of immortality.

William Powell plays the part of the incomparable Mr. Day who rules his family with an iron hand (or thinks he does).

The screenplay follows the stage version closely. As you may recall, there is very little plot – *except* father. However, every time father comes in view there is a dramatic crisis that the most carefully contrived plot would be hard put to equal. For the most part the action hinges on the efforts of Mrs. Day (Irene Dunne) to get her obstinate and explosive husband baptized, on Mr. Day's efforts to teach his wife the rudiments of bookkeeping, and on Clarence, Jr.'s (Jimmy Lydon's) efforts to acquire a suit of his own. (In a siege of economy, Father has had one of his old suits cut down for Clarence.)

Perhaps the perennial charm of *Life With Father* is that it depicts a family where tempests are the rule rather than the exception. Yet, despite the constant eruptions, we realize that the bonds of



Clarence, Jr. (Jimmy Lydon) feels inhibited in his father's trousers.

affection and understanding that hold the dynamic Day family together are indestructible.

The film would have profited by a little cutting. Some of the humorous sequences are drawn out to the point where they lose their punch. However, if you're particularly fond of Father and his family you won't mind.

MOVIE CHECK LIST

Drama: ✓✓✓Great Expectations. ✓Bob, Son of Battle. ✓✓The Hucksters. ✓✓The Unfinished Dance. ✓Duel in the Sun. ✓✓Body and Soul. ✓Red Stallion. ✓Repeat Performance.

Comedy: ✓✓Life With Father. ✓✓Miracle on 34th Street. ✓✓The Bachelor and the Bobby-Soxer. ✓✓Ghost and Mrs. Muir. ✓✓Dear Ruth. ✓✓Welcome Stranger. ✓✓The Secret Life of Walter Mitty. ✓Honeymoon. ✓✓It Happened on Fifth Avenue.

Mystery: ✓✓✓Crossfire. ✓✓Green for Danger.

Western: ✓Cheyenne.

Musical: ✓✓Song of Love. ✓New Orleans. ✓Fiesta.

"Life With Father" Contest

Scholastic Magazines and Warner Brothers' Pictures are sponsoring a contest for the best essay comparing the American scene as depicted in the film *Life With Father* with the American scene today. Sixty cash prizes totaling $500 will be awarded for the best essays.

In comparing "life with father" in the 1880s with "life with father" in 1947, you may consider such aspects as transportation, dress, manners, business life, the home, etc.

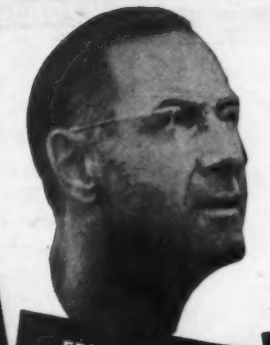
Two groups of prizes will be awarded. Group I will be for students in the 7th, 8th, and 9th grades; Group II for students in the 10th, 11th, and 12th grades. Prizes in each group will be as follows: First prize, $50; second, $40; third, $30; fourth, $20; fifth, $10. Twenty-five honorable mentions of $4 each will also be awarded in each group.

Your essay should not be over 500 words in length. It should be accompanied by a sheet of paper containing the following information: Your name, home address, age, school, and grade. All entries should be typed or written legibly in ink on one side of the paper only.

The contest opens September 22nd and will close December 15th. Announcement of winners will be made in the January 19th issue of *Scholastic Magazines*. Mail your essay to: "Life With Father" Contest, *Scholastic Magazines*, 220 East 42nd Street, New York 17, New York. Your essay must be postmarked no later than midnight, December 15, 1947.

See the film as soon as it comes to your neighborhood theater and write your essay while your impressions are fresh.

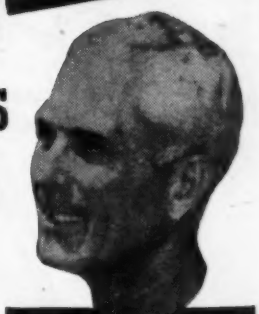






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RADIO

A Family Affair

"HELLO," said Fred Vandeventer, Mutual Broadcasting System news commentator. "My crew will be along in just a second."

The crew to whom "Van" referred wasn't a group of pressmen or engineers assisting him on his news broadcast. It was a couple of his co-stars on *Twenty Questions*, Mutual's hit quiz program (Saturdays, 8 p.m., EDT.) They also happen to be related to him, making *Twenty Questions* a family affair. Off the air, Florence Rinard is Mrs. Vandeventer, and sixteen-year-old Bobby McQuire is their son. (He adopted his grandmother's maiden name for his radio work.)

"There's really nothing original about *Twenty Questions*," Van smiled, almost apologetically.

"It's just the old, old game of 'Animal, Vegetable, Mineral'," put in Mrs. Van. "We've played it at home for years, as hundreds of families have."

But didn't they have some special technique, we wanted to know. After all, they did hit the nail on the head almost every time.

Bobbie shook his head. "There's no magic in it," he said. "We just try to ask logical questions that will help us narrow down the possibilities."

"Why don't you run through a couple of questions to show what you mean?" suggested Nancy, Bobby's sister — one year his senior — who has pinch-hit for him several times on the show.

"Good idea," agreed Van. "You think of something and tell us whether it's animal, vegetable, or mineral."

"Hmmmmm — it's mineral," we offered, deciding on the radio receiving antenna on the Empire State Building.

The questions came thick and fast from everyone.

Is it manufactured? . . . Found in the U. S.? . . . East of the Mississippi? . . .

On the eighteenth question, Van walked off with the honors.

"You see," laughed Nancy. "There's just nothing to it."

"Of course we've had a good deal of practice," Mrs. Vandeventer admitted.

"But we have no signals," Bobby added. "And we never get hints from Bill Slater, the emcee on the program."

Bobby, who's a junior at Princeton High in New Jersey, went on to say that when the show was first started some of his classmates suspected that it was a "put-up" job. "They made me play *Twenty Questions* for weeks," he sighed, "until I proved that I could answer questions *off* the air, too."

"There was one time, though, when Bobby did catch a hint," his mother chuckled. "But it was his own quick thinking that helped him. You see, each answer is announced over a special mike before we tackle the question. The answer is audible to the listeners and to the studio audience, but not to us. One time the studio audience greeted the announcement with a wild round of cheers and boos.



The Vandeventers — Fred, Bobby, Florence, Nancy — relax together at home.

Bobby's first question was, 'Is it the Brooklyn Dodgers?' It was!"

"Well, I couldn't think of another thing in the world," Bobby explained, "that would call for such overpowering signs of mixed approval and disapproval from the audience!"

"Does that mean that you consider yourself an expert on sports, Bob?"

"Oh, no, I specialize in music."

"Oh, no, you don't, chum," objected Nancy. "That's Mother's field." Her mother used to be a music teacher, she added in an explanatory aside to us.

Bob's desire to be considered a music expert, it developed, stemmed from his strenuous doubling in brass – the French horn and the trumpet.

"The way it actually works out," Van broke in, "is that none of us is an expert in any one thing. We just pool our knowledge."

"All the questions used are sent in by listeners," said Mrs. Vandeventer. "Sometimes a listener will write, complaining that the questions we are asked are too difficult. But actually there have been only three or four things that none of us had ever heard of."

"I guess we've all picked up a lot of miscellaneous information," Van said. "We have a large library at home, and we all do a great deal of browsing."

"Remember how we kicked ourselves, though, when we missed the boiler on Robert Fulton's steamboat?" Bob reminded. "We all knew of Fulton's steamer, but we never thought of his old boiler!"

"And a few weeks ago, you missed the peg in *Peg O' My Heart*," Nancy added.

"Fortunately, none of us takes Twenty Questions too seriously," said Van. "It's still only a game to us, just as it was when we played it around the dinner table. It was one of those dinner-table sessions, by the way, that lead to our radio show. A friend, who happens to be in radio, was visiting us and he joined in the game. He thought it would make a good show, and when it was finally whipped into shape, Florence and Bobby and I found ourselves set as the 'regulars,' along with Herb Polessi. We've held out for a year and a half with a different guest star each week."

"'Course, we don't play 'Animal, Vegetable, Mineral' very much at home any more," grinned Bobby. "Not after the workout we get every Saturday night. But we find other things to do."

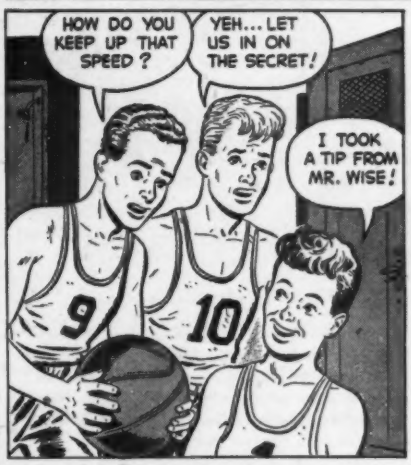
"Like what?" we asked.

"Oh – other guessing games, and card games, community song sessions, golf for Van, ping-pong for Nancy and Bob, and movies every week or so – 'just like any other family.'"

THE SECRET OF THE "SHOOTING STAR"

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Short Shots

WHOM do you rate tops — Ted Williams, Joe Di Maggio or Hank Greenberg?" asks Terry Stenberg, of Milton, Mass.

My pick is Di Maggio. Ted will probably wind up the season with more home runs and a fatter batting average. But Joe is a far better fielder and, most important of all, a greater team man.

Wise crack. When the Dodgers and the Cardinals crossed bats last month, the players started ribbing each other from the bench.

"Hey, Cross," shouted Dodger Ed Stanky, pointing to Joffre Cross, a Cardinal substitute. "You've been in 40 games, 36 of them as a pinch runner. Why, if you ever get a charley-horse, you're washed-up as a big leaguer."

Complaint. Charlie Kimball, of Leominster (Mass.) High School, wants to know why I didn't mention Earl Torgerson, Boston Braves first baseman, in my list of star rookies (April 28 column).

Well, Charlie, back in April the dope on Torgy was that he'd never be able to hit curve-ball pitching. He fooled the experts, all right. While he still has a long way to go, he has proved he can hit big-league pitching for distance.

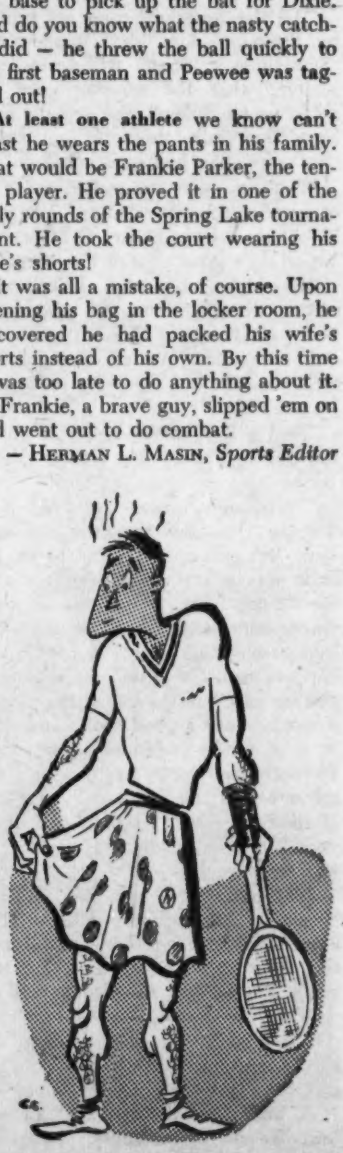
Gentleman. It doesn't pay to be a gentleman — at least not in baseball. Ask Peewee Reese, Dodger shortstop. In one of the Dodgers' big games this summer, Peewee reached first on a base on balls.

Dixie Walker, the next batter, swung hard at a pitch and let go of his bat. The "lumber" flew all the way down to first. Reese, the gentleman, stepped off the base to pick up the bat for Dixie. And do you know what the nasty catcher did — he threw the ball quickly to the first baseman and Peewee was tagged out!

At least one athlete we know can't boast he wears the pants in his family. That would be Frankie Parker, the tennis player. He proved it in one of the early rounds of the Spring Lake tournament. He took the court wearing his wife's shorts!

It was all a mistake, of course. Upon opening his bag in the locker room, he discovered he had packed his wife's shorts instead of his own. By this time it was too late to do anything about it. So Frankie, a brave guy, slipped 'em on and went out to do combat.

— HERMAN L. MASIN, *Sports Editor*



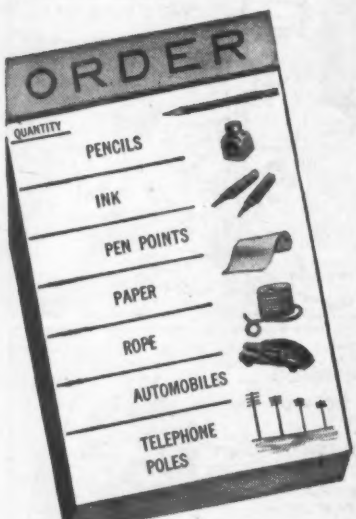
ele-facts

WESTERN ELECTRIC—MAKER OF BELL TELEPHONES

TELEPHONES BY THE MILLIONS

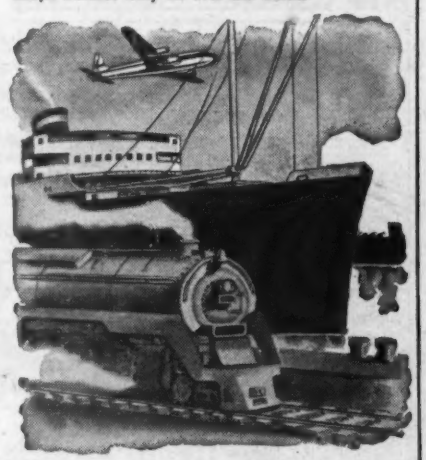
In the 65 years that it has been a unit of the Bell System, Western Electric has made more than 45,000,000 telephone sets . . . tens of thousands of switchboards . . . enough wire to stretch to the sun . . . and a thousand and one other items of telephone equipment.





FROM PENCILS TO POLES

As the Bell System's unit of supply, Western Electric is also one of the largest buyers in the United States. Its purchases include products ranging from pencils to telephone poles, from pen points to automobiles. Filling these orders keeps workers busy all over the world.



BY LAND, SEA AND AIR

Telephone supplies flow in a never-ending stream from Western Electric's 29 distributing houses throughout the country. A mobile army of highly trained specialists is on the move, too, installing equipment in telephone central offices from coast to coast.

Western Electric, maker of your Bell telephone, works shoulder-to-shoulder with the Telephone Company in bringing you and your family the best telephone service in the world.

BELL TELEPHONE SYSTEM

Four-Day Love Affair

(*Continued from page 24*)

our history assignment. It was one of those special Indian summer days when the air is so delicious that you want to keep cramming it into your lungs until something breaks.

I found Steve in his sanctum sanctorum, staring moodily at a pencil-scribbled sheet of paper.

"I'm glad you came over," he said. "I want you to hear something." He shoved me into a chair, cleared his throat, composed his features into that soulful look, and began reading from the paper.

To Sylvia

"In that brief moment, all there is to
live for in this world was mine:
Soft lustre of a million stars shone all
around me.
The night-song of an increased sea
welled up within my heart –
Oh, sweetheart, thank you for that
kiss. . . .

"It's blank verse," he explained. "What do you –"

"It's blank – period."

Steve looked hurt. "The trouble with you," he accused, "is that you just don't appreciate–"

I didn't hear any more; I was laughing too loudly. He was the picture of suffering martyrdom.

"Now look, maybe if you'd let me explain what this is all about–" he began.

"Yes, for Pete's sake, explain!"

"Okay," he said. "Here's the plan. I pick her up at her home base at nineteen hundred. Check?"

"Check."

"We advance to position 'D,' or the Drive-in Theater. This is Operation Movie. At this point I intend to establish the first beachhead. Got me?"

"Gotcha."

"I calculate that Operation Movie will not require more than two and a half hours, which means that we push on to position 'B' at about twenty-one thirty."

"Position 'B'?"

"Barney's Beanery."

"Oh," I said. "Operation Eat."

"Exactly. Now Operation Eat shouldn't take longer than forty-five minutes, and should be completed by twenty-two fifteen at the outside. You can see that this is much too early to cease operations for the evening."

"Oh, much, much."

"Good. Therefore, I advance to position 'X'. Beacon Hill, or some similar landmark."

"Ah," I said. "Is this where the – uh – poem comes in?"

"Yes," he said. "The poem. Now get this, Hank, it's the essence of strategy. There we are, parked in the dark. I murmur this softly in her ear – "

"I see your point," I said. "She'll be so weak from laughter that she won't be able to defend herself."

Steve was disgusted. "You can leave now," he growled.

"Look, Chum," I pleaded, "take the advice of one who knows you well. Tear that poem into small pieces and eat it, cram it into your pipe and smoke it, or if you must, hide it away where no one will ever find it; but whatever you do, *don't read it to Sylvia.*"

"Goodbye, Hank," he said firmly. "I'll see you in school tomorrow."

I went home without even copying the history assignment.

When I walked into the math classroom on Monday morning, I saw Steve already sitting there, smiling beatifically into space. I took my seat across the narrow aisle and, leaning over, tapped him on the shoulder.

"Well?" I said.

"Hank," he said, "she is wonderful."

"You're getting the habit of repeating yourself," I informed him. "Did you go to Beacon Hill?"

"No," he said. "She told me the lights up there bothered her, so we went to Council Crest."

"And the poem?"

"How would you like to meet Sylvia?" he asked hurriedly. I was too polite to call attention to the quick change of subject. (*Please turn page.*)

How to make your last day-off pay off



1. Brother, you sure get the breaks – bad ones! You don't meet *the* gal until the last day of vacation. Single consoling note: You *are* wearing a handsome Arrow Shirt (Sanforized-labeled for less than 1% fabric shrinkage).



2. Can you be dreaming? Or is she actually telling you she's going to your school this year? Man alive—that's exactly what she's saying! Now you're really glad that your "Mitoga" trim Arrow Shirt does moreso for your torso.



3. You had a date to meet Betty at the Registration Desk. You wait half an hour—but no sign of her. Will that extra-well-dressed touch—your blending Arrow Tie and Handkerchief—be wasted? Will she never . . .



4. Ah, here she comes, prettier than her apologies. What changed your luck? You . . . or Arrow Shirts (3 out of 4 college men prefer 'em)? Probably both. *Moral:* Just do your best . . . let Arrow do the rest! Cluett, Peabody & Co., Inc.

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FOR A MINUTE

THE SILENCE WAS AWFUL!

Tom hadn't meant to answer back—but he *did*. When Miss Jones said, "Why, Tom, that's such an easy question," he knew she was right. It was an easy question, and because he was so embarrassed at not knowing the answer, it just slipped out,—"So what!"

You could have heard a pin drop on a feather mattress. But Miss Jones didn't say a word. She went right on with the class as if nothing had happened. Tom felt terrible.

A tight spot we'll agree . . .

But Tom could easily have had the answer at his finger tips by reading SCHOLASTIC MAGAZINES. Whether it's a hard problem in civics—a question on the United Nations—a puzzler in grammar or composition . . . SCHOLASTIC MAGAZINES will help Tom and you know your facts.

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IN EVERY ISSUE

SENIOR SCHOLASTIC

WORLD WEEK

PRACTICAL ENGLISH

JUNIOR SCHOLASTIC

Four-Day Love Affair

(*Concluded from preceding page*)

"Me? Meet Sylvia?"

"Sure. She isn't in any of your classes, and since you're supposed to be my best friend and heckler, it's only right for you to become acquainted with the woman of my choice."

"I suppose it's inevitable," I said resignedly. "When do you want me to meet her?"

"The sooner the better," he said. "What about tonight?"

Steve picked me up at about seven o'clock that evening, and we drove over to Sylvia's house.

THE moment I walked through the door I was stricken. A small bronze figurine in the shape of a horse stood on the hall table. With me it was love at first sight.

I'm more or less of an amateur cartoonist in my off moments, and this little bronze horse had a quality of primitive sculpture, combined with modern caricature, that made me crazy to start throwing lines on paper. I begged a few sheets from Sylvia and isolated myself in a corner.

Steve turned on the radio, selected a dance band, and began dragging the girl around the room, supposedly in time to the music. He's simply too long-legged to dance smoothly, and it wasn't long before Sylvia developed a limp. A few moments later I became aware of someone breathing hard behind me. Sylvia had taken refuge from Steve's dancing under the pretense of watching me work. If there's one thing I can't do, it's draw with someone hanging over my shoulder, so I began telling her why the horse was so fascinating to me. The plot backfired, however, and she actually became interested in what I was saying. Before I knew it, we were discussing art, while Steve stood by, anxiously glancing at his wristwatch.

The girl knew quite a little about art and she was easy to talk with, probably because she did a lot of listening. I made a few minute-sketches for her, and showed her some of my original cartoon-characters, but the bronze horse I could not draw. There was an elusiveness about it which would take days of study before I could make a sketch to my own satisfaction.

When Steve began clearing his throat insistently, I knew that I must tear myself away from the horse. But Sylvia wouldn't have it. She insisted that I take it home, make my sketches, and return it when I had finished. I didn't argue.

As soon as we pulled away from the curb, Steve started exercising what he thinks is his masculine chuckle.

"Well," he said, "didn't I tell you she's wonderful?"

"Steveykins," I said, "this time you have my permission. You may ask the girl to marry you."

"I'm glad you said that, Gramps, because tonight I aim to hang my pin."

Suddenly it dawned on me. "Is that why you pulled me out of there so early? It's only a little after eight, isn't it?"

"That's right, Hank. I'm taking you home, and then I'm going back."

I was stunned. The idea of Steve's "going steady" was something that hadn't occurred to me. He'd spoken of it at odd times, of course, but tonight I had a strange feeling that he had hooked his woman. It was too bad, I decided. Steve had always impressed me as being the eternal bachelor, and Sylvia seemed like such a nice kid at heart.

"I guess it had to come some time," I sighed, The car rolled to a stop. I was home.

"Don't detain me, Hank," Steve said. "I'm champing at the proverbial bit."

I climbed out. "Let me know what happens."

"Don't worry," he yelled above the noise of the motor. "Her fate is sealed."

He roared away in a cloud of exhaust, and I went in, tossing the little bronze horse from hand to hand.

I didn't sleep too well that night, and the next morning things went wrong all over the place. I couldn't find my left shoe, my mush was lumpy, and my lunch-sack broke on the way to school. I had a good grouch on by the time I got to my first-period class.

WHEN I walked into math class third period, there was Steve, looking exactly the way I felt.

He glared at me when I came in, and for some reason I was suddenly cheerful.

"Hank, you snake in the weeds," he muttered, as I took my seat.

"What are you raving about?"

"You. All she could talk about was *you!* She didn't even give me a chance to pop the question. I never saw such a fickle woman in all my life."

I burst out laughing. "Four days!" I crowed. "Four whole days. Oh, lover boy, that's a record. Does this mean you're through with women?"

Steve broke into a slow grin. "Who said anything about that? There's the cutest little redhead in my study hall—"

That's Steve for you: the eternal bachelor. I guess he really knows his women, but he was wrong about one thing. He said Sylvia was fickle, and she isn't at all. I should know; I've been going steady with her for the last three months.

Jam Session

(*Concluded*)

and its functions. He should know what to do if anyone comes down with a contagious disease. He should know as much as possible about First Aid.

Mary Lyle Platt
Cedar City (Utah) H. S.

A high school graduate should have learned, first of all, cooperation. He should be conscientious, dependable, and able to take correction. He should be able to apply for a position, and if the position is obtained, to go ahead with his work without constant supervision. There are many part-time jobs in school (work in the cafeteria, in the library, or on the school paper), which, if taken advantage of, will help to get a job after graduation.

Dolores Tibbetts
Bremerton (Wash.) H. S.

Outside of their regular vocations, both boys and girls should be able to drive a car, cook, and take care of a house. One never knows when an emergency will pop up. For example, you future husbands, the wife likes a day off, too. So off she gaily trots, leaving you with baby, house, and all the extras, to look after. Could you handle it?

Jacqueline Borges
Croton-Harmon H. S.
Croton-on-Hudson, N. Y.

He should understand the importance of the Four Freedoms and what they entail. He should also understand that a good thing is worth sacrifice.

Phyllis Probitsky
Lafayette H. S., Brooklyn, N. Y.

Every high school graduate should know how to adapt what he has learned in school to his future social, business, and home life. The courses he takes in school are only a foundation that he must build on by actual experience.

Dolores Petarski
Winona (Minn.) H. S.

He should h. ve an imagination as well as a well-trained mind. Someone has to imagine something before it can be realized. Thus civilization advances.

Paul Friesner
Lancaster (Ohio) H. S.

He should know whether his chosen profession or the college major he is interested in is best suited to his personality and ability.

Cadet Frank Boyle
Oakland (N. J.) Military Academy

He should have a knowledge of the people of other lands which may serve to bring countries closer together. This might be achieved in a compulsory modern history class where students were taught to read more than the comic section of the newspapers. Even better, a class with a weekly news magazine would serve to give a picture of the world during the past week.

James Hahken
Holland (Mich.) H. S.

The most useful thing he can learn in high school is a *system of organization.* No matter what field he enters, the ability to organize his time and his work will be the key to success.

Helen MacFarland
Abington (Pa.) H. S.

It is more important that he have the ability to reason than it is that he remember a particular geometry problem or how to count the feet in a line of poetry. He should know that history is not a chronicle of dates and events, but a record of the successes and failures of men.

Luella Knoll
Holland (Mich.) H. S.

After taking stock of what he knows, he should say, as Edison said: "I want to do a lot more thinking before I die."

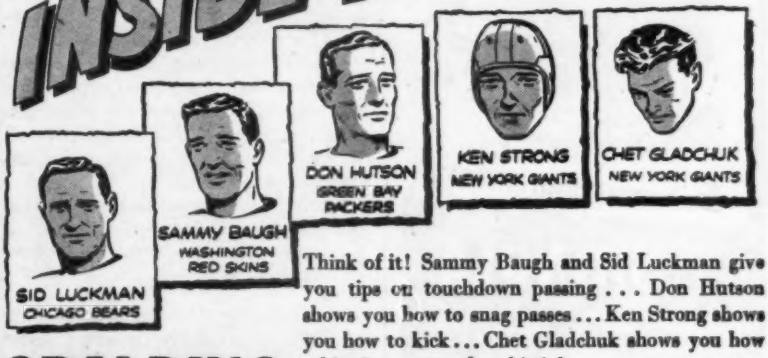
Wilbert Owens
Albany (Georgia) H. S.



"HEY, FELLOWS... LOOK WHO WE HAVE FOR COACHES!"

FOOTBALL'S BIGGEST STARS SHOW YOU

INSIDE FOOTBALL



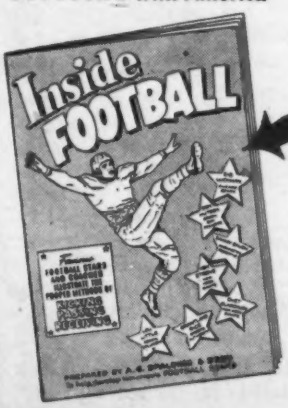
Think of it! Sammy Baugh and Sid Luckman give you tips on touchdown passing . . . Don Hutson shows you how to snag passes . . . Ken Strong shows you how to kick . . . Chet Gladchuk shows you how a big-time center does his job.

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No Sale

A high-powered insurance agent talked an aging and overworked book publisher into taking out a new policy. The publisher submitted to a physical examination and then waited in vain for a call from the agent. Finally he called the agent and asked the reason for his silence. In an embarrassed tone the agent explained, "You may have noticed that our company doctor makes out a chart and punches a hole in it whenever he finds something that isn't just right with the applicant."

"I noticed, all right," said the publisher. "What did he do with my chart?"

"I am sorry to inform you," said the agent, "that the doctor took your chart home with him and tried it on his player piano. The tune it played was 'Nearer My God to Thee' . . ."

Bennett Cerf, Trade Winds

"Mr. Mascot, I presume"

Reports from Juba tell of a group of British airmen in the Sudan who keep a young lion as a mascot. One of the airmen, walking along the road one day, saw a half grown lion ahead of him.

He went forward, gave the lion a swift kick, and cried: "Go on home where you belong, old boy."

Arriving at camp a half-hour later, the airman protested to his friends that they ought to prevent the mascot from strolling around the countryside alone.

"Why," he was told, "the lion has been tied up for the last four hours."

PM

Vanity! Thy Name Is Man!

Lady Astor, at a banquet which was predominantly masculine, expressed the opinion that men were as vain as women. This brought a storm of protest.

"And another thing," Lady Astor went on unperturbed. "It's a pity that some of our more learned men are so careless about their dress. Why right here tonight the most cultured man in London has a messily knotted tie."

Instantly every man in the room began straightening his tie.

Harold Helfer, The Woman

Dog-Gone

The haughty dowager strolled into the little store at the summer resort where she was staying to buy a few knickknacks. Cuddled in her arm was a tiny Mexican hairless dog. As the storekeeper waited upon the woman, he stared and stared at the dog. As she completed her purchases, the storekeeper could restrain himself no longer.

"But, ma'am, ain't you near out of dog?"

Classmate



This Week

"Quiet! They're going to kick your father for the extra point!"

Where There's Smoke There's Burns

"George," said Gracie to her husband, "I've been reading a book on psychology. I've decided that you're the deep type – deep and smoldering. You don't burst into flame very often, but the fire is there."

"Yeah?" beamed George Burns.

"Yes, I'll always think of you as my little smudge pot," sighed Gracie.

Burns and Allen Radio Show

Your Shoes are Showing!



Embarrassing, isn't it?

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Scholastic Magazines accept stamp advertisements only from reliable and trustworthy stamp dealers. Our readers are advised to read an advertisement carefully before sending money for stamps. If the advertisement mentions the word "approvals," the stamp dealer will send you in addition to any free stamps or stamps you pay for in advance, a selection of other stamps known as "approvals." Each of these "approval" stamps has a price clearly marked. If you keep any of the "approval" stamps you must pay for them and return the ones you do not wish to buy. If you do not intend to buy any of the "approval" stamps return them promptly, being careful to write your name and address in the upper left-hand corner of the envelope in which you return the stamps.

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WOW!! $10.00 WORTH OF FUN — ONLY 10c!

What a treasure hunt! Big package 500 Foreign Stamps just as received from foreign missions, other sources. Includes Stamps from Africa, South America, Free French, Cape Juby, Palestine, etc. Includes airmails, commemoratives and stamps worth up to 30c. This offer sent for 10c to SERIOUS APPROVAL APPLICANTS ONLY—one to a customer.

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Nicaragua Diamond-shaped (bi-color), Lorenzo Marques, Australia, Inini, Andorra, Hyderabad, Fiume (bi-color), Macao, Cape Verde, Dahomey (scenic), Map Stamp, etc. Many other odd stamps are included in our packet to approval applicants sending 5c to cover mailing costs.

INDEPENDENT STAMP MART
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ROCK OF GIBRALTAR PACKET FREE

A nice collection of stamps from Gibraltar, the mightiest fortress in the world—also New Zealand Centennial—British Uganda—French Colonials—Early British Colonial—West Indies—South American and War stamps plus sample copy Philatopic Monthly Magazine. Send only 5c for postage. EMPIRE STAMP COMPANY, Dept. BH, Toronto 5, Canada.

STAMPS

New Air Mails

WITH the issuance last month of two new U. S. air mail stamps, the Post Office Department has completed its group of three air mails—5c, 10c, and 15¢.

The 5¢ stamp is for air mail to any point in the United States, territories and possessions. The color of this stamp is carmine.

The 10¢ stamp is to be used on air mail to South and Central American countries where the 10¢ rate (per half ounce or fraction thereof) is in effect. The building pictured on the stamp (see cut below) is the Pan American Union Building in Washington, D. C.

The most interesting design of the three is on the 15¢ stamp, green in



color, and showing the skyline of the southern tip of Manhattan Island, New York City, with the Statue of Liberty looming in the left foreground. A Constellation appears in the sky and a tugboat on the water.

The 15¢ stamp is for use on air mail to points in Europe and the Middle East.

The designer of the stamp, Leon Helguera, worked from a photograph of the Manhattan skyline taken from a ferry boat, and from the original model of the Statue of Liberty made by the sculptor, Frederic Bartholdi, in 1877. This model is three feet high and is in the possession of the New York Historical Society.

The SAGE of CATHAY Speaks:



Confucius — B.C. 551-478

"Who climbs the tall tree gathers the choicest fruit"

This is just a great philosopher's way of reminding others that effort and sacrifice earn the greatest rewards.

The very bed-rock of life insurance is personal sacrifice for the protection of others.

By starting your life insurance program in early youth you will have a firm foundation for later needs.

It's never too early to begin to acquire your protection.



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A mutual life insurance company
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Final Score 20-7

time out for Planters

BEHIND every touchdown is a mountain of careful planning, practice and energy—the kind of energy you get from sound conditioning and sound foods. And when it comes to *energy food*—food that builds stamina and restores the energy lost in a hardbruisjng game—PLANTERS PEANUTS top the food scoreboard. They're touchdown-high in flavor, freshness and vitamins. Get them in the big 5c PLANTERS bag, the biggest energy buy on the market. And, for another delicious energy treat, try a 5c PLANTERS JUMBO BLOCK. Make PLANTERS PEANUTS and PLANTERS JUMBO BLOCK your favorite energy touchdown combination.



PLANTERS PEANUTS



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SCHOLASTIC EDITION

Teacher

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Practical English

SEPTEMBER 22, 1947

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If I Were a High School Teacher Today - by JOHN W. STUDEBAKER



WHAT'S UNUSUAL ABOUT THESE

Three Men in a Boat?

Looks like *any* picture of three healthy, happy men. But it's more than that. This is a *three generation* picture—grandfather, son, grandson. And it's even more than *that!* It's a picture of three generations of *coal miners*—with a family total of 98 years of mining coal!

The grandfather is now retired, after 52 years as a miner. The son is still in the mines, with 30 years' service to his credit. And the grandson has been a mine worker for 16 years. This family is unusual, of course. But not so unusual as you might think. For even though coal mining is hard work there's a traditional pride in their work among coal miners that you won't find in lots of easier occupations.

And, of course, it's not as hard work as it used to be, either. Today more than 90% of all Bituminous Coal mined underground is mechanically cut. Over 50% is mechanically loaded, and only about 5% is mined by pick and shovel.

Yes, the mechanization and safety program of the country's progressive Bituminous Coal operators has helped make America's Bituminous Coal mines the most productive in all the world. They pay their miners the highest wages—and are operated with greater skill and safety than ever before.

LIVING CONDITIONS of coal miners are keeping pace with improvements in their working conditions.

Today, about two-thirds—over 260,000—of the nation's Bituminous Coal miners own their own homes or rent from private landlords; the remaining one-third live in company-owned houses...at rentals below those ordinarily available to workers in other industries. For example, *newly built modern homes* in the Appalachian region rent for as little as $18 per month.

Home-ownership among miners is increasing—due in no small measure to encouragement and financial aid from mine owners who realize that a man becomes a better worker and a better citizen as he develops pride in "a home of his own."

★ ★ ★

Write the Bituminous Coal Institute for free copies of useful teaching aids: "Pertinent Facts About Coal," and "Bituminous Coal Mining Towns." The latter is available to teachers only.

BITUMINOUS COAL

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PRACTICAL ENGLISH published weekly, September through May inclusive except during school holidays at Christmas and Mid-year. Entered as second-class matter at the Post Office at Dayton, Ohio, under Act of March 3, 1879. Contents copyright, 1947, by Scholastic Corporation. SUBSCRIPTION PRICES: for two or more copies to one address, $1.20 a school year each (32 issues) or 60c a semester each (16 issues); single subscription, Teacher Edition, $2.00 a school year. Single copy (current school year) 10 cents each. Office of publication, McCall St., Dayton 1, Ohio.

Open the door, Teacher

ARE you looking for some new slants in teaching composition? Something better than the perennial "What I Did on My Vacation," or "My Dog"?

Your students will find inspiration for writing with a purpose in the wide variety of composition types invited in the 1948 Scholastic Writing Awards. Be sure to look at classifications NEW this year. (If a 1948 Rules Booklet doesn't reach you by October 15, drop a postcard to us.)

New Classifications

International Letter Writing. Thousands of boys and girls in other countries desire to correspond with U. S. boys and girls. You can get names through "pen pal" organizations. Pan American World Airways, in association with *Scholastic Magazines,* offers awards for copies of the best "actual letter written to a student living outside the U. S." This is a practical composition project to promote international friendship.

Radio Drama Adaptation. Can your students adapt Kipling, Shakespeare, or O. Henry for radio? Audio Devices, Inc., the sponsor, has something for the teacher as well as the student script writers. To the teachers of students who win first prizes in each of three types of radio scripts, Audio Devices will send a package of 25 audio discs for recording and six sapphire recording needles.

Community Service Report. Is your school or your community doing something unusual? A U. N. project? Youth canteen? Urge your students to investigate it and write it up, magazine style. Let them tell "How We Did It." Send in the best compositions. *Survey Graphic* magazine will print the prize winner and send a year's subscription free to the school libraries of all prize winners.

General Article. A practical writing assignment which we added this year at the suggestion of English teachers.

Your October 6 issue of *Scholastic Magazines* will announce a full list of 26 classes of writing invited in 1948 Scholastic Writing Awards. There is a wide choice. Senior Division is open to students in grades 10, 11, and 12; Junior Division, grades 6 through 9. For journalism students there are seven classifications.

One scholarship and approximately $3,000 in awards, including 18 Royal Portable Typewriters, gold keys, and Certificates of Merit, will be given to students whose writing is selected by distinguished judges.

Many leading newspapers will conduct regional preliminary Scholastic Writing Awards. A partial list includes: *Birmingham Post, Knickerbocker News* (Albany), *Dayton Daily News, Detroit News, Hartford Courant, Newark News, Newport News Daily Press, Arizona-Republic* (Phoenix), *St. Louis Star-Times, Pittsburgh Press,* and *Binghamton Press.*

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Cover Story: U. S. advertisers working through their Advertising Council support worthy public causes. This summer and fall, through press and radio, the Council will ask America to appreciate its teachers and pay them adequately. These advertisers will in many instances use the Council-sponsored drawing on our cover with magazine and newspaper messages in support of teachers.

Scholastic Teacher

A national periodical for High School Teachers, Supervisors, and Principals of English and Social Studies

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Scholastic Teacher is the teacher's edition of the various classroom magazines published by the Scholastic Corporation. It appears each week with the weekly lesson plan for the classroom magazines listed below. Once a month it is expanded to present hints on teaching techniques, trends, audio-visual aids and news of education.

It is supplied free of charge with any club order of 10 or more copies of the **Scholastic** classroom magazines published weekly. It is also obtainable by single subscription to any one of these magazines. Each of the **Scholastic** classroom magazines listed below is especially tailored to (1) help teachers to enrich and keep the learning process current and stimulating; (2) meet specific needs in particular subjects and grade levels.

Junior Scholastic — a weekly magazine of current affairs for junior high school and upper elementary classes in social studies and English.

World Week — a weekly magazine for social studies classes with special emphasis on civics and world history for 8th, 9th and 10th grades.

Practical English — a weekly magazine of English and the Communication Arts designed for high-school students in 8th, 9th and 10th grade general or academic courses and all business and vocational English courses.

Senior Scholastic — a weekly magazine for the following senior high school courses: problems of democracy, American history, world problems advanced composition, creative writing, general literature. **Senior Scholastic** may be obtained in three editions: (1) Social Studies; (2) Advanced English; (3) Combined Social Studies and English.

Magazine	Club Subscriptions of 5 or More Copies Per Order: Per Semester	Per Year	Single Orders: Per Year
Junior Scholastic	$ .45	$ .90	$1.50
World Week	.50	1.00	1.50
Practical English	.60	1.20	2.00
Senior Scholastic —			
Combined Edition	.75	1.50	2.50
Advanced English Ed.	.60	1.20	.....
Social Studies Edition	.60	1.20	.....

Scholastic Magazines also publish **Scholastic Coach,** a magazine for high school coaches and athletic directors. For the American Vocational Association Scholastic Magazines publish the **American Vocational Journal,** a magazine supplying information to teacher members and administrators in agriculture, home economics, industrial education, distributive education, and industrial arts.

Scholastic Teacher invites manuscripts describing new and promising teaching techniques and practices in English and social studies or such fields of general teacher responsibility as guidance, safety education, child development supervision, etc. Payment is made for manuscripts accepted at time of publication and at standard rates. Manuscripts submitted should be accompanied by photographs if illustrations are available and appropriate to the subject.

Office of publication, McCall St., Dayton 1, Ohio

General and Editorial Offices, SCHOLASTIC TEACHER, 220 East 42nd St., New York 17, N. Y.



The air-mail rate for a one-half ounce letter to Europe, North Africa, Egypt, and Turkey is 15 cents. To Alaska, Hawaii, Puerto Rico, Canal Zone, Virgin Islands, Canton Island, Guam, and Mexico, it is 5 cents per ounce. Cuba 8 cents per half-ounce. West Indies, Bahamas, Central and South America, 10 cents per half-ounce. Africa (excluding North Africa), Australia, New Zealand, and the Orient (including the Philippines) 25 cents per half-ounce.

Here's a Writing Award You've always wanted for your Class

Pan American World Airways is sponsoring the FIRST International Letter Writing Award ever presented by Scholastic



• It can teach your pupils the great lesson that the World is made up of *people*.



• By making the United States better understood in lands across the seas, it can foster world peace.



• It will change letter writing from a task to *fun*, increase social awareness, and help students learn the value of clear self-expression in graphic English.

UNESCO says:

"We consider the Scholastic International Letter Award a most important development in U. S. Public Education for the Winter of 1947-48. If young people can reach across national boundaries and 'shake hands' by mail, permanent world peace will be brought that much closer."

(signed) Gerald Carnes
United Nations Educational, Scientific and Cultural Organization
Lake Success, New York

IN order to get your class started, here's all you have to do.

1. Enter your class for the International Letter Writing Award, as specified in the *Scholastic Writing Awards Booklet*. (Your copy is FREE. If you have not received it please write the Editor, Scholastic Teacher, 220 East 42nd St., New York 17, N. Y.)

2. Ask any one of the ten sources below for a list of names of students in foreign lands to whom your pupils may write. You'll probably want to ask for the same *number* of names as there are students in your class.

The Caravan of East and West, 132 E. 65th St., New York 21, N. Y. (Write: to M. A. Sohrab, Director.) Cost $1 for a year.

International Friendship League, 41 Mt. Vernon St., Beacon Hill, Boston, Mass. (Write: Miss Edna MacDonough, Exec. Sec'y.) Student's life membership, 50 cents.

International Students Society, Hillsboro, Oregon. (Write: N. H. Crowell, President.) 10 cents each address. Minimum order five. Students under 7th grade not enrolled.

Inter-Scholastic Correspondence Dept., Student Forum on International Relations. (Write: Mrs. Alice Wilson, Director). c/o International Center, 68 Post St., San Francisco 4, California. 10 cents per name.

Student Letter Exchange (Write: R. C. Mishek, General Manager). Waseca, Minnesota. 10 cents per name.

American Jr. Red Cross, (Write: Miss Alice Norton, Asst. Director), 17th & D St., N.W., Washington 13, D. C. Group correspondence through letter booklets. Membership $1 for secondary schools for group of 100 or less.

Scrapbook Exchange. "Books Across the Sea" Society. (Write: Miss Charlotte Seymour Day, Sec.), 11th Fl., 62 W. 45th St., New York 19, N. Y. Only fee is foreign postage for scrapbook—arranged for by student correspondence with group abroad.

Newspaper Sponsor of International Correspondence. (Write: Miss Ethel C. Ince, Editor, Jr. Dept.). The Christian Science Monitor, 1 Norway St., Boston 15, Mass.

England: (Write: Anthony G. Kemp, Penfriend Dept.). World Friendship Assn., 29 Portman Square, London W. 1, England.

Scandinavia: (Write: Karl Gunnar Knutsson, Secretary). My Friend Abroad, 27 B Lastmakaregatan, Stockholm, Sweden.

Prizes in this Award are (for Senior Division) First: $25; Second: $15; Third: $10, and five Fourth prizes of $5 each. (For Junior Division) First: $35; Second: $25; Third: $15.

There are *no* stipulations about the length of the letters, quality of handwriting or anything like that. Awards will be made for those letters, written to a student living outside the U. S., which best "*foster friendship and better understanding of American life.*"

But it is not necessary that a student in your class win an award to make this project a success. A single unusual letter published in your local newspaper will focus attention on your class, stir local pride and help build class morale.

As sponsors of this award, we wish you well! Pan American has linked the whole world by air . . . The Clippers now serve all 6 continents . . . But only understanding *between people* can really make the world one.

World's Most Experienced Airline—First Round-the-World

PAN AMERICAN WORLD AIRWAYS
The System of the Flying Clippers

PAA



By John W. Studebaker
U. S. Commissioner of Education

If I Were a High School Teacher Today

. . . These Are Some of the Things I Would Do

IF I were to resume teaching in high school this autumn of the year 1947, these are some of the things I would do no matter what subject I taught:

1. I would take time to assess the kind of world my students and I live in today. Then I would try to look ahead five years, ten years, twenty years. I would do my best to imagine what kind of world my students may be called on to live and survive in. I would list in my mind those facets of life in America that make us strong and happy. All this I would do on a quiet Sunday evening—or on a long walk. Finally I would say to myself: "This is where we are. This is why. These are the paths we must choose. How can I give the boys and girls I teach what they need to make the best choices for themselves, their country, and their world?"

2. I would see clearly that our way of life is challenged. I would see that the democratic way fashioned in England, forged in the United States, and caught up by nation after nation, no longer easily wins converts. It competes with other forms of government. Unless the democratic way wins that competition, we may lose our American way of life.

3. I would see that making democracy succeed is a local and national problem as well as an international problem. I would read and ponder John Gunther's *Inside U. S. A.*, the *Report on a Free and Responsible Press,* and other similar books and reports.

4. I would refresh my knowledge of the U. N. and its aims; of what atomic energy promises for both war and peace.

5. I would make my class a miniature democracy to give boys and girls practical experience in solving problems the democratic way. I would use forums, panels, and other devices to promote thinking and discussions and the practice of democracy.

If I Taught Social Studies

6. I would consider that I had the obligation to teach, in a very vivid and vital manner, the difference between democracy and totalitarianism; and a sacred duty to inculcate respect and love for the democratic way of life.

7. I would bring today's world into my classroom to prepare my students for tomorrow.

8. I would find and use the best current materials on the great issue of democracy versus totalitarianism; magazine features such as the carefully planned *Scholastic* series; clippings from newspapers; reports and suggestions in *School Life* and other publications.

9. I would speed up learning with other teaching resources: motion pictures and slide films, charts and maps. I would use the bulletin board for cartoons, pictures, and articles.

10. I would watch for the time when the Freedom Train comes to or near my community and I would arrange to take my students to see its exhibit of famous documents.

11. I would be especially concerned with the operation of student councils and other extra-curricular organizations knowing that many of the lessons of democracy (or other kinds of government) can be learned through active participation.

If I Taught English

12. I would develop in my students an appreciation of the importance of freedom of communication to the maintenance of democracy. I would ask them to consider the draft of the international bill of rights as an effort to express in language man's aspirations.

13. I would emphasize oral English—the ability to stand up in a meeting and express a viewpoint—as a basic skill in democracy.

14. I would bring in the great literature of democracy. And I would encourage the reading of books that help the student to understand life under dictatorships.

15. I would draw on the fine stores of radio recordings and scripts available from the U. S. Office of Education and other centers. I would use dramatic films which contrast democracy and despotism.

16. In composition I would turn attention to problems of democracy: the operation of student activities; examples of fair play in sports; reviews of important books, radio programs, and films; original reports on community activities which involve the principles underlying our American concept of freedom, including what is commonly called "freedom of enterprise."

And Finally

These are a few of the goals I would set for myself. In my heart I would remember that the high school years are crucial. What happens in the school largely determines what kind of a practicing member of democracy an individual will be. Those are the years when faith is molded against the testing time.

Editor's Note: Congress, looking at the world crisis, voted $255,000 to build up the U. S. Office of Education's service, especially in the social studies. Five specialists in American history, economics, and methods are being recruited to advise schools on how to strengthen instruction for democratic living. Commissioner Studebaker is giving his personal direction to the Office of Education's "Zeal for Democracy" program. *Scholastic Magazines* back this program with a year-round "All Out for Democracy" series.

The Capsule News

VOLUME 2, NO. 1 | EDUCATION IN BRIEF | SEPTEMBER, 1947

AFT MEETS

Calls for $3,000 Salary Minimum; Subsidies for Needy Students

BOSTON: The American Federation of Teachers meeting here adopted resolutions: *For* $3,000 minimum annual salary for qualified teachers; *for* giving Federal aid to education only to public schools; *Against* use of Federal funds for transportation of students to non-public schools; *for* subsidies through welfare organizations to needy pupils, especially teen-age youth, to enable them to continue in school.

In USSR military training begins formally in the fourth grade, George S. Counts, Teachers College, Columbia University, told the AFT. He reported Soviet textbooks sharply changed since 1934, declaring "Channeled education in the Soviet Union is a threat to everything for which United Nations stands."

Make It $2400

Polltaker George Gallup finds that 74 per cent of Americans agree that $2,400 should be minimum teacher pay in the U. S.

PERSONALS

Herold C. Hunt, formerly at Kansas City, is Chicago's new superintendent of schools.

Kenneth E. Oberholtzer, formerly of Long Beach, is now Denver's superintendent.

Herbert C. Clish goes from New Rochelle, N. Y., to the superintendency in San Francisco.

Edwin H. Miner, formerly superintendent at Wellesley, Mass, has been named associate U. S. Commissioner of Education.

Lyman Bryson, of Columbia University, and Vanett Lawler, of Music Educators National Conference staff, are working in Paris on UNESCO.

Traveling Seminar

Traveling mainly by air, 23 Michigan school superintendents, headed by Carl M. Horn, state vocational guidance director, made close-up investigations of industry, labor and Government agencies in six major cities.



Collier's

"I'll tell you about my vacation, but remember, not a word of this must reach the Board of Education."

$137,550,000 for U. S. Scholarships Abroad

Funds to pay scholarships for U. S. students who want to attend colleges and universities in other countries now total $137,550,000, the State Department announces.

Sales of U. S. war equipment in 22 countries produced this scholarship bankroll. Under terms of the Fulbright Act the money will finance young Americans who want to study abroad.

General supervision of the plan will be under a 10-man Board of Foreign Scholarships recently appointed by President Truman. Scholarship applications already total 12,000. Actual student exchanges will begin in the fall of 1948.

* * *

Opinion Research Corp. finds 78 per cent of citizens favor driver education in high schools.

WEEKS TO COME

United Nations Week — Sept. 14-20.

Religious Education Week — Sept. 28-Oct. 5.

American Education Week — Nov. 9-15.

Book Week — November 16-22.

Petrillo Changes Mind

Persuasion by a Congress committee headed by a former music teacher, Carroll D. Kearns (Pa.), induced James C. Petrillo, musicians union "czar," to drop bans against school music. Pending code will permit broadcasting school music festivals. But National Music Camp, spearhead of opposition to Petrillo, will not benefit. It is still on musicians union "unfair" list.

U. S.-England Teacher Exchange Stepped Up

On the night of August 18 two ships off Nantucket blinked messages. One was the *Marine Tiger*, England bound with 125 American teachers. The other, the *Marine Jumper*, U. S. bound with 125 British exchange teachers.

Also on the *Marine Jumper* were 75 U. S. teachers returning home from a year's teaching in the schools of Great Britain.

Success of the British-American teacher exchange program has led to its expansion this year. Americans on the *Tiger* had been corresponding with their opposite numbers for many months. They will, in most cases, move into the living quarters and behind the desks vacated by the Britishers. And vice versa.

On board the in-coming *Marine Jumper* was *Scholastic* correspondent Irving Talmadge, returning from the United Nations Association meeting at Geneva. Mr. Talmadge interviewed the teacher passengers. In an early issue of *Scholastic Teacher* he will report their views in an article, "So You Want to Be an Exchange Teacher."

FEDERAL AID STILL STYMIED

Taft May Push It Through Next Congress Session

That hardy animal trying to be a perennial—Federal aid for education—grew a bit higher in the Congressional garden and once again wilted in July. In the Senate the NEA-backed $300,000,000 bill survived the sub-committee; got bi-partisan endorsement from the full Labor and Public Welfare committee. But it failed to reach the floor for action.

In the House there were hearings and approval by a sub-committee, 6-2. No action by full House committee.

House "No" votes came from Owens (Ill.) and also Gwinn (N. Y.), the representative from Westchester County where teacher salaries are highest in U. S.

Brightest hope lies in support of Senator Taft. Some political writers see Taft holding back Federal aid until next term. They see approval of Taft program for education, housing, etc., as Republican trump timed to counter Democrat claims to be social progress' best friend.

Other climatic influences affecting this plant:

Increase in state funds for schools totaling over $500,000,000.

Lack of harmony among educators. However, NEA and AFT seem closer on key points.

Cost-of-living's upward spiral wiping out value of salary increases.

Full employment.

WHAT, WHERE and WHEN

First National Industrial Arts Fair, Museum of Science and Industry, Chicago, through September 22.

National Council of Social Studies—St. Louis, Nov. 27-29.

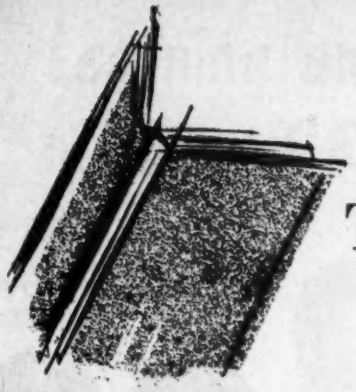
National Council of English Teachers—San Francisco, Nov. 27-29.

School Broadcast Conference — Chicago, Oct. 26-29.

Least Valuable

What courses were most and least helpful to you, NEA asked 200 experienced teachers. Answer: Most helpful, psychology and methods of teaching; **Least**, history of education.

No Teacher Can Afford to Neglect This New Council Yearbook



The Teaching of American History

By Howard H. Hurwitz

TODAY all but two states prescribe the teaching of American history in high schools. Recognition of the role of American history teaching in training for citizenship has not, however, produced agreement as to how it can best serve the interests of the nation. As recently as 1942 the country was stirred by the *New York Times'* critical examination of American history teaching. It was charged that not enough of it was being taught, that it was being "diluted" by social studies, and that college freshmen were woefully ignorant of their country's history. The *Times* "test" lacked validity, but laurel wreaths for American history teachers were not in order.

An objective study by qualified scholars resulted in the Wesley report, *American History in Schools and Colleges* (Macmillan, 1944). The committee did not recommend increased requirements or additional offerings in American history. It did urge improvement in quality of instruction and called upon state legislatures to refrain from passing restrictive laws.

No Drum Beating

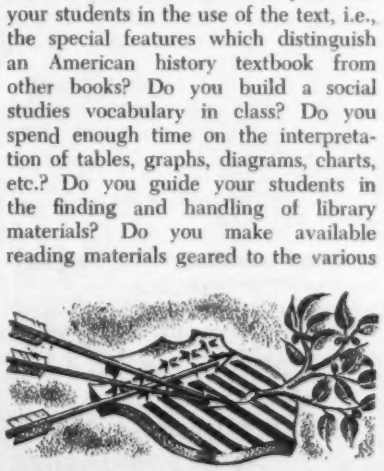
Plans for a study of American history teaching, by the National Council for the Social Studies, were in progress even before *l'affaire Times*. The long period of gestation has produced a remarkable addition to literature on American history teaching. During the past summer many of you have dipped into the Council's Seventeenth Yearbook, *The Study and Teaching of American History*.* It is decidedly one of the organization's most ambitious projects, a landmark in social studies.

Our emergence from a global war has not caused the Council to beat the drums for "nationalistic" history teaching. Contributors to the volume are agreed that our role in world affairs calls for American history teaching that will contribute to the "One World" idea. In a section on "American History and Its Allies," Prof. Erling M. Hunt of Teachers College, Columbia University, develops this thesis. "American history," he writes, is "obviously a part of world history . . ." He regards national history alone as "inadequate for developing understanding even of American development, to say nothing of our increasingly complex relationships with other peoples and nations . . ." Dr. Hunt does not imply that American history should become world history, but that both courses would benefit from joint planning.

Integration of American history with other social studies and other school subjects, as treated in the Yearbook, will be of special interest to department chairmen and administrators. Superintendents will do well to consider Section IV, "Vertical Articulation of American History Program." The Council, of course, calls for full teacher participation in any course of study revision.

William H. Hartley, audio-visual education leader, contributes a chapter. He describes materials and techniques in specific terms and tells you where machines and other aids may be obtained (see pages 311-313).

Teachers who lament that their history students cannot read, much less think critically, will do soul-searching when they study chapter XXII, "Reading to Learn History: Suggestions for Methods and Materials." Do you train your students in the use of the text, i.e., the special features which distinguish an American history textbook from other books? Do you build a social studies vocabulary in class? Do you spend enough time on the interpretation of tables, graphs, diagrams, charts, etc.? Do you guide your students in the finding and handling of library materials? Do you make available reading materials geared to the various levels of a heterogeneous group? Do you determine by means of a testing program, or consultation of school records, the reading achievement of your students? Helen M. Carpenter and Marian A. Young offer practical assistance.



Recommends Examining Myths

Dr. Thursfield, who is to be congratulated for a major job of editing, contributes several chapters. In one of them he is concerned with developing the ability to think reasonably. It is his belief that "faith in our democratic institutions founded upon true knowledge is certain to be more inspiring than the national and uncritical type of history . . ." As an aid to developing critical thinking he recommends the examination of myths and legends from the Cherry Tree variety to the deadlier slanders of our day.

There is a wealth of material in Section II which suggests the revision of long-held interpretations and emphases in American history. Unfortunately, much of the section is devoted to annotating recent books and articles rather than developing the new points of view. Nevertheless, there is enough to excite further study by those of us who are not content to lag (with many textbook writers) behind the fresh explorations of scholars. Prof. Robert E. Riegel, for example, tells enough about new views of Turner's frontier thesis to cause us to regard skeptically the unqualified acceptance of the "safety-valve" theory.

There is enough in the Seventeenth Yearbook to keep American history teachers and supervisors busy for years. We have in one volume a history of American history teaching, new interpretations, sections on methods, planning, testing, and teacher preparation. No teacher of social studies can afford to neglect this volume.

---

* *The Study and Teaching of American History*. Richard E. Thursfield, editor. National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D. C. 442 pages, $1.50 soft, $2 hard covers.



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Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

ALL IN FAVOR SAY "AYE" (pp. 5, 6)

DIGEST OF ARTICLE

The English class organizes as a club, elects officers, and decides to have a "Get Acquainted" school carnival to raise money for the English classroom library. The president, acting as chairman, moves quickly from point to point, keeping the meeting in order. He repeats motions clearly before calling for a vote; he does not express his own opinions while acting as chairman; he votes only when the vote is tied; he gives everyone an equal chance to talk, vote, etc. Vice-president assists the president; secretary writes and reads the minutes; treasurer acts as banker.

Aims.

1. To acquaint students with parliamentary procedure.
2. To afford students opportunity to develop leadership.
3. To give members of class positions of responsibility.
4. To demonstrate satisfying experiences in democratic living.

Motivation

If you hope to become a real leader in school or life, it is important that you understand parliamentary procedure.

Procedure

1. Read article in class silently.
2. Discussion problems:
   a. What qualities prevent some persons from becoming leaders?
   b. When should the chairman express his own opinion?
   c. How can the chairman keep everyone interested and active in a meeting?

Suggested Activities

1. Organize class with officers.
2. Make plans for class committees to visit several clubs to see how they operate; they can interview club officers for ideas.
3. Have students take turns presiding over class, and have class evaluate each one's direction.
4. Have committee study copies of *Practical English* for material for club programs.
   a. Some short stories, like "Four-Day Love Affair," might be dramatized.
   b. Once a month there can be a brief roll call when each member contributes information on a "theme" subject as his name is called. Features in *Practical English* make good themes. (The name and author of the most interesting book recently read; the job I am most interested in; my favorite radio program or movie.)
   c. Have committees make regular reports on current books, movies, and radio programs, as well as on coming lectures and musical programs of interest to club members.
   d. Have panel discussions based on "Boy dates Girl" or "Learn to Think Straight."

References

1. *Junior and Senior Manuals for Group Leadership*, by C. Garfield Jones.
2. Robert's *Rules of Order*.

STOP, LOOK, AND LISTEN (p. 8)

DIGEST OF ARTICLE

Follow the examples of successful people and learn how to study. Take down assignments carefully and listen to teacher's explanation. In the study hall have all your working tools handy, begin work immediately, concentrate. Make home study conditions as ideal as possible; begin work soon after dinner, have a quiet place to study. Study vocabulary by writing out words and meanings. Keep notebooks for your classes; correct all returned papers and save them for review study and tests. Have a purpose in school — to learn in order to land a good job, to win a scholarship for advanced study, or to prepare for college.

A LESSON PLAN

Aim

To improve study habits and make lesson preparation more efficient.

Procedure

1. Read "Stop, Look, and Listen."
2. Have students volunteer problems which come up during study periods; one student writes them on board; then the class, as a "board of experts," offers advice for overcoming problems.

Discussion Questions

1. How can you make the most of classroom time? (Be alert to what is going on in class; see everything that is put on blackboard; listen to all discussions and explanations.)
2. What is an effective way to remember assignments? (Write them down in your notebook with the date they are due; make note of all explanations which will help you to complete assignment.)
3. What are three tips for study in the study hall? (Have tools handy; begin work promptly; concentrate.)

Suggested Activities

1. Have a class committee prepare a series of demonstrations of the wrong and right way to study. Committee members may observe study habits in the study hall and library. A narrator can introduce each skit and point out the moral.
2. Have each student take a piece of paper when he is studying and note everything that he does which is not study. Examples: (1) Watched Mary sharpen her pencil for 1 minute. (2) Looked at football schedule for 2 minutes. (3) Went to locker to get ruler — 2 minutes. The class can discuss how to eliminate these distractions.

READ — DON'T SPEED (p. 9)

This is the second in a series of articles on *How to Read*.

Aim

To help students practice the best methods for improving reading ability.

References

1. *The Fine Art of Reading*, by Robert E. Rogers.
2. *The Art of Rapid Reading*, by Walter B. Pitkin.

LETTER PERFECT (p. 10)

Discussion Questions

1. Why are persons who write order letters often to blame for the order being improperly filled? (They don't give accurate, complete information on what they are ordering.)
2. What are the bases for judging an order letter? (Must be clear, specific.)

Activities

1. Appoint a committee to interview officials in a local mail order house (such as Montgomery Ward & Co. or any wholesale house), to learn the most common errors in order letters.
2. As a classroom exercise, have students order a year's subscription to *Practical English;* a gift which must arrive in time for a birthday; an article advertised in a magazine; or pins for some club or organization.

AS THE STORY GOES (p. 14)

Second in the series of five articles on magazines, "As the Story Goes" discusses reading for fun — especially stories.

(*Turn page*)

MAGAZINE ROUNDUP (p. 15)

To encourage students to read widely in magazines they may not be familiar with, "Magazine Roundup" presents digests of stimulating articles and stories which recently appeared in *This Week, Boys' Life, Better Homes and Gardens,* and the *Saturday Evening Post.*

ALL ABOARD THE FREEDOM TRAIN (p. 16)

DIGEST OF ARTICLE

This excellent pageant, written specially for us, has the following scenes: (1) King John signing Magna Charta; (2) the Declaration of Independence and the Treaty of Paris ending the Revolutionary War; (3) making of our Constitution and later the Bill of Rights; (4) the Emancipation Proclamation, the Gettysburg Address, Amendments 11 to 19, and a closing scene, "Keep Faith with Freedom."

A LESSON PLAN

Aim

To inspire youth with the greatness of American ideals and democracy.

Procedure

1. This pageant would make an excellent assembly program, or a program given by one English class for another.
   a. Appoint a committee to study the script and choose the cast.
   b. Have another committee take the script to the music department, and if possible arrange for suitable music – patriotic songs like "America" – to precede and follow the pageant; music should also be used as suggested in the script.
   c. Costumes are not necessary, neither are long periods of rehearsal. The narrators and readers should have good voices; they can read from their copies of *Practical English.* If the school has a public address system, the pageant can be presented as an original radio play over the P.A. system.

References

1. For complete information and plans for the Freedom Train and for community and school programs, write to the American Heritage Foundation (a non-partisan citizens' organization), 17 East 45th Street, New York, N. Y.

2. *The American Heritage,* a documentary one-reel film, is being made at RKO Radio studio as a joint contribution from RKO Radio and Paramount Pictures to the Freedom Train project.

THE FOUR-DAY LOVE AFFAIR (p. 22)

This amusing boy-dates-girl story was written last spring by seventeen-year-old Richard H. Nelson of Portland, Oregon, and received recognition in the annual Scholastic Writing Awards.

Such recognition is often the beginning of the success story for many young writers. Maureen Daly at sixteen won first prize in 1937 for her short story, "Sixteen."

At twenty-one Miss Daly wrote her best-selling novel, *Seventeenth Summer.* Her stories and syndicated columns have appeared in many magazines.

In Our Advertising Columns

Every American is exposed to advertising during practically every waking minute. Are your students ad-wise? Do they read advertisements with interest and with a critical eye? Do they know the difference between advertising that merely sells a product and advertising that conveys a general idea or message about a business or industry?

Students will find the Ford Motor Company's ad (p. 2), the National Association of Manufacturers ad (p. 23), the General Electric ad (p. 25) worthy of study among others in this issue of *Practical English.* They can learn many valuable facts about science, history, and business from advertising.

Suggested Assignments

1. Have a committee select and clip useful and interesting advertisements. Post them on the bulletin board.

2. Have class write an ad for a school play or carnival and suggest suitable illustrations and captions.

Answers to "Read . . . Don't Speed" (p. 9)

Quiz I: 1-b; 2-a; 3-b; 4-b.

Quiz II: (4)

Quiz III: Why was schooling less necessary thirty or forty years ago? What changes have come about in education during the past thirty or forty years? What are the new problems brought on by these changes?

(Answers to Quiz III need not be worded exactly as the [illegible] wording which adequately covers the same three ideas should [illegible]

Answers to "Practice Makes Perfect" (p. 11)

Watch Your Language: 1-correct; 2-He and I; 3-He and I; 4-He and they; 5-James, Sue, and she; 6-Father and I; 7-You and she; 8-you and I; 9-correct; 10-correct.

Are You Spellbound: 1-congratulations, 2-athletics; 3-sandwich; 4-umbrella; 5-pronunciation; 6-height; 7-surprise; 8-similar; 9-mischievous; 10-tragedy.

Sign Language: 1-United States (,) Great Britain (,) Russia (,); 2-correct; 3-swam (,) played ball (,); 4-Sue (,) Ellen (,) Jane (,); 5-correct; 6-Men (,) women (,) boys (,); 7-morning (,) afternoon (,); 8-oil (,) battery (,); 9-correct; 10-honest (,) responsible (,) well-trained (,).

Words to the Wise: I (1) a-c, b-d; (2) a-c, b-d; (3) a-d, b-c; (4) a-c, b-d; (5) a-c, b-d; (6) a-d, b-c; (7) a-c, b-d; (8) a-c, b-d; (9) a-d, b-c; (10) a-c, b-d. II A-1; B-1; C-1; D-2; E-2.

In Future Issues

Next Week: September 29, 1947

Square or Smooth: Lead Article on personality with self-teaching quizzes on family, school, and job relationships.

A Game of Cards: How to use the card catalogue in the library.

Slow – Ideas Ahead: Reading for ideas; quizzes.

Letter Perfect: Letters of complaint; announcement of first "Letter Perfect Contest."

Slim Syntax: Capitalization.

Practice Makes Perfect: Grammar (personal pronouns following *as* and *than*); spelling (mistakes due to mispronunciation); usage (common errors); vocabulary-building (synonyms); crossword puzzle.

Adding up the News: Third article in series on "How to Choose Magazines" – reading for information.

Short Story: A Thing Called Heart, by Robert Gibbons.

October 6, 1947

That's What *You* Think!: Lead article on personal salesmanship; sample dialogue in job, home, and school situations.

Second article in library series: How to use the dictionary.

Reading: Vocabulary comprehension.

Letter Perfect: Answering letters of complaint.

Speaking of Books: Reviews of new fall books suitable for teenagers.

Practice Makes Perfect: Grammar (predicate nominative); spelling (prefixes *dis, mis,* and *il*); pronunciation quiz; vocabulary tests.

From the Editor's desk: Fourth article in series on "How to Choose Magazines" – planning and putting together a magazine.

Short Story: Light of the Moon, by Manuel Komroff.

October 13, 1947

Lead article on business and office practice, with situation quizzes.

Third article in library series: Using reference books.

Reading: Sentence comprehension.

Letter Perfect: Inter-office memos and telephone messages.

Also: Practice Makes Perfect workbook section); Slim Syntax (answers to student questions on grammar, usage, punctuation, etc.); short story, etc.

Interview with E. B. F.

What Teachers Can Expect from a Major Maker of Educational Films

FIRMLY and attractively ensconced in their new home—ex-First National Bank of Wilmette, Illinois—Encyclopaedia Britannica Films, Inc., greeted us with open archives. For three hours we toured the plant and talked shop to the men who turn out EBF films. By the time we left we knew one thing: When you make a good educational film you—and an impressive number of educators—think not twice but several hundred times before you start, while you're making it, and right up 'til the last wheeze is removed from the sound track. And you think, first, last, and always in terms of a teacher and a class.

Founded originally in 1929 as a Western Electric subsidiary, the present Encyclopaedia Britannica Films, Inc., was known as ERPI Classroom Films until 1943. At that time it became affiliated with the University of Chicago through its present parent company, Encyclopaedia Britannica. Although the name has changed, EBF's operations are actually based on 18 years' experience. This continuity is evident in the person of Dr. V. C. Arnspiger, executive vice president of EBF, formerly ERPI's director.

EBF's philosophy, in a nutshell, is this: When you make a classroom film you make it for teaching. You make it so that students can learn something better and faster than they could without the film. To do this you must know teaching, you must know your subject, and you must know how to make a movie.

How They Do It

"You might say we're all practicing teachers here," said one of EBF's executives. "Practically everyone at Britannica has had teaching experience—several years of it on different levels. Most of us have degrees in education, too."

Besides being experienced teachers, EBF-ers keep in constant touch with schools and current teaching methods. For instance, before any EBF film is made, researchers go over the whole field of textbooks and courses of study on the subject. They consult with curriculum specialists, too, so they'll know not only how teachers present the material at the time, but how they'll be presenting it five or ten years hence.

Not content to see what is done in schools, EBF delves into the subject matter itself. Each film is made under the supervision of an Associate in Research and Production, an EBF staff member. When a film is assigned the Associate "takes a course" in the material to go in the film. And as a further check for authenticity, each EBF film is prepared in collaboration with a well-known authority.

EBF FILMS

How about the films themselves? Where does the teacher-and-class emphasis fit into the actual production of a film? EBF's answer is that teachers and students dictate every bit of film technique used in an EBF film.

Usually it requires a good deal of technique simply to record an event. If, as in EBF's case, you want a teaching "slant," your job is more complex. For example, EBF has three new color films on painting techniques. (See next page.) For these films, EBF had to compress into ten minutes the painting of pictures which took several hours or several months. In addition, the viewer's attention had to be focused, via the camera, on the growth of the painting and the techniques used. To do this EBF had to devise a special camera boom.

We said above that EBF insists upon authenticity where a script is concerned. This is equally true when it comes to production. For this reason, most of EBF's films are made "on location." Location, for EBF, can mean anything from a poultry farm to a postman's route, perhaps thousands of miles from Wilmette.

We were regaled with stories about *The Hare and the Tortoise*, which EBF will issue soon. All the characters in this film are real animals. One of EBF's staff members had to improvise a zoo, in which were a hare, a tortoise, an old duck, a raccoon—even a skunk. *The Hare and the Tortoise* rivaled the stage version of *Life with Father* in its difficulties with young actors that grew up too fast!

FILMS TO COME

Films on science, geography, and social studies form the backbone of Britannica's library. Melvin Brodshaug, vice-president in charge of research, told us that three areas will receive special attention in EBF films to come: films for primary grades; a series on arithmetic for all grade levels, and a series on political science. This last will stress democracy and citizenship.

Three films, *Democracy, Despotism,* and *Public Opinion,* have appeared in a recent series on democratic processes. *Atomic Energy,* which appeared last spring, was the first of a series on this subject. You can also expect more color films on art.

Besides its films, EBF offers pamphlets on how to make the most of classroom films. EBF's catalogue contains detailed information about such film and where it has been used. The catalogue lists about 250 sound and 200 silent films. You can write for this and other pamphlets to EBF in Chicago.

One of EBF's latest projects is to revamp the teaching guides for EBF films. Staff members are working on a reader series to include text and illustrations laid against the background of the films which they accompany.

We asked about EBF's plans for more color films. Now in process, we were told, is a series on the seasons. EBF will continue to use color for films like these, where it increases the films' educational value.—E. L. W.

This is the second article in our series on educational film producers.

Something to Read...

"WHAT a good idea," we thought. "Here's something for our readers."

We were looking at book marks from the Cleveland Public Library, which list books related to motion pictures.

The first one we print is for *Life with Father.*

Clarence Day's Father — and Mother:

Life with Father
God and My Father
Life with Mother

Other Fathers, Fact and Fiction:

Father Was an Editor, by Bolles
One Foot in Heaven, by Spence
Big Family, by Partridge
Gerald, by Du Maurier
Father and His Town, by Barry
Country Lawyer, by Partridge
Forty Years a Country Preacher, by Gilbert
Father William, by Stewart
Oh, Promise Me, by Horan
Mary's Neck, by Tarkington
Prodigal Parents, by Lewis





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Every month *Survey Graphic* reports, interprets and forecasts in the fields of civil liberties, education and consumer interests; industrial relations, race relations, international relations; housing and medical care; displaced persons, the United Nations, the Atom Bomb—all, problems of people.

The table of contents for August, by way of example, included Roger Baldwin on New Liberties in Old Japan—Ferdinand Kuhn on Make Do and Mend—Maurice R. Whitebook on A Tenant's Guide to the New Rent Law—David Cushman Coyle on Our Middle-Aged Economy—G. Holmes Perkins on Britain's Best in Home Planning—Beulah Amidon on A Voice of the New India—Michael Davis on Health: Today and Tomorrow—Felix L. Paul on Yeoman, First Class: Negro—Harry Hansen on New Fiction.

Last winter a special number, *The Right of All People to Know,* discussed the free flow of news everywhere, while the record breaking *Segregation* number centered on a problem of color that cuts across our entire social structure. Scheduled for this winter is a special number on Education.

In "Magazines for School Libraries," Laura Katherine Martin recommends *Survey Graphic* for its "popularized portrayal" of social studies program purposes. "The list of contributors reads like a roster of the social thinkers of our days."

Survey Graphic is welcomed in school libraries, too, because it is widely indexed.

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Awards for Young Writers: For best written reports or photographs on unique community services *Survey Graphic* offers cash awards to high school students. See page 3-T.

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Visually Yours

AUDIO-VISUAL education will take its place with other national institutions during the last week in October — *National Audio-Visual Education Week*. It is sponsored by the Dept. of Secondary Teachers, NEA. The Secondary Teachers will also inaugurate a program of awards, during 1947-48, to be given to schools and colleges doing outstanding work in audio-visual education.

If you'd like to see wider use of films in your school, try a school-wide *film clinic* for teachers. Encyclopaedia Britannica Films has a pamphlet which tells how to plan and carry out a "Classroom Motion Picture Clinic."

March of Time has released *The American Cop* and *Problem Drinkers,* first two in a new series of special 16 mm. releases of their films. Not to be confused with the Forum Edition films for general educational use, "Specials" will be selected for appeal to specific groups. More will be released in December. You can rent these from film libraries — write March of Time for the one nearest you — or direct from March of Time for three year period.

Free films and slidefilms — 1929 of them — are listed in the seventh annual edition of Educators Guide to Free Films. Material is annotated and cross-indexed, with foreword by John Guy Fowlkes. Educators Progress Service, Randolph, Wis. $5. *U. N. Film* and Visual Information Division plans four international catalogues of films. They will cover films on United Nations — world problems, the work of U. N., life in member nations, health, agriculture, and nutrition.

New Catalogues: 16-page annotated catalogue of 2 x 2 in. color slides, from De Vry Corp., Chicago 14, Ill.; selected and annotated list of *Films in Intercultural Education,* from the Bureau for Intercultural Education, New York 19, N. Y.; annotated list of 350 films on health from Educational Film Library Association, New York 19, N. Y., $1.

Films for International Understanding, another EFLA catalogue, deserves special mention. Not only does it contain an annotated list of 250 films, but over half the booklet is devoted to brief articles about international understanding and its promotion through films. Pearl Buck, Eric Johnston, Bosley Crowther, and Edgar Dale are among contributors. You should have this book., $1.

From the Motion Picture Association you can get a *free study guide* on *Great Expectations.* It includes material on the book, the movie, and the author.

Ten countries will make films for the U. N. Film Board. Each country has a different assignment. Films will cover geography, problems of youth, science, United Nations in action, and other internationally important topics. To be distributed in all U. N. nations, with a sound track for each language.

New Films We've Seen

BOUNDARY LINES. *Prod. Julien Bryan. Dist. International Film Foundation, New York City. sd. col.* 11 *min. Rent or sale.* "A line is an idea," says the film. Lines that men draw between themselves can grow into barriers so great that men will fight over them. Art work (film is animated) and music in the film are contemporary and will appeal to young people. Excellent film to promote discussion on inter-group relations in a community and in the world.

ROUND TRIP: *The U. S. A. in World Trade. Prod. The World Today, Inc., for Twentieth Century Fund. Dist. Twentieth Century Fund, New York City. sd. b&w.* 20 *min. Rent or sale.* Narrator and camera leap barriers of space and time to hear people in different countries and walks of life argue on World Trade. Through differing points of view, the audience gains understanding of what world trade means to America. Material in this lively film is based on a Twentieth Century Fund report. Kit available, including film and two pamphlets on the subject.

THE PEOPLE'S CHARTER. *Prod. United Nations film unit. Dist. Films of the Nations, Inc., New York City. sd. b&w.* 20 *min. Rent or sale.* The United Nations Charter grew out of the suffering and needs of the world's people. That is the story told here. Film is a composite of on-the-spot camera work during and after World War II. Narration effective. First film released by U. N. Film Board. (See above.)

THE MAKING OF A MURAL; BRUSH TECHNIQUES; PAINTING REFLECTIONS IN WATER. *All prod. and dist. Encyclopaedia Brittannica Films. sd. col.* 10 *min. Rent or sale.* EB enters the color-film field with these three pictures on art. All three show an artist at work, illustrating different techniques. Thomas Hart Benton paints a 22-foot mural in the first film. Other two films demonstrate water-color, as used by Eliot O'Hara. Though approach is technical, films are well within the grasp of the average student, artist or not. Excellent for art appreciation.

Teachers' Choice

Here's EFLA again – our third list of recent 16 mm. films evaluated by members of the Educational Film Library Association. These films have been reviewed by committees of teachers and film librarians. Their evaluations will lead you to a variety of films for your classroom. Of course, you will want to preview these films yourself before using them, to make sure they meet your needs.

For full EFLA Evaluations (exclusive to members) and other information on EFLA, you, your school board, or your local film library may write to Emily Jones, Educational Film Library Association, 1600 Broadway, New York 19, N. Y.

Some of these films have been mentioned previously in *Scholastic Teacher*. Their titles are followed by the date on which they were annotated. Symbols indicate recommended grade level: e-elementary, j-junior high, s-senior high, c-college, a-adult. Distributors are given below, but film libraries will often have prints.

AAF— Special Delivery. Prod. Army Air Forces. Dist. United World Films, New York City. sd. b&w. 10 min. Sale or rent. *Social Studies.* (s,a) The role of the AAF in peace time – restoring communications, delivering emergency supplies, taking sick to medical facilities, spraying for epidemics. Shows some postwar planes.

America Sails the Sea. Prod. Palmer Pictures. Dist. Nat'l Federation of American Shipping, Wash., D. C. sd. col. 32 min. Free Loan, sale. *Social Studies.* (j,s,c,a) Fine color photography. Film emphasizes importance of our merchant fleet in peace and war; plea for strong merchant marine. Shows role of shipping in foreign and domestic trade. Excellent.

The Andes. Prod. Clifford Kamen. Dist. Hollywood Film Enterprises. sd. col. 10 min. Sale. *Social Studies.* (e,j,s,c,a) Shows the Andes as a region, with their effect on climate and civilization. Good for Latin America study, especially Chile. Excellent.

Atomic Energy. Prod. and dist. Encyclopedia Britannica Films, Chicago, Ill. sd. b&w. 10 min. Sale or rent. *Science, social studies.* (j,s,c,a) *April* 14, 1947.

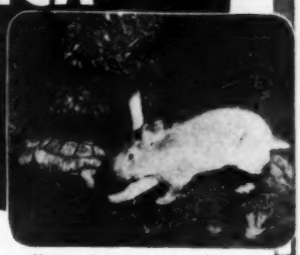
Brotherhood of Man. Prod. United Productions of America. Dist. Brandon Films, Inc., New York City. sd. col. 10 min. Sale or rent. *Racial tolerance.* (s,c,a) Good film techniques carry across a witty and positive approach to a serious problem. Excellent.

How Russians Play. Prod. Julien Bryan. Dist. International Film Foundation, Inc., New York City. sd. b&w. 18. min. Sale. *International understanding.* (s,c,a) Fosters understanding by showing how Russians spend leisure.

(Continued in October 13 issue)

READY FOR YOU NOW!

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All EBFilms are designed for *classroom* use, produced under the supervision of leading educators. You and your pupils are losing much if you teach without them. Write for full information on each of these films *today*.

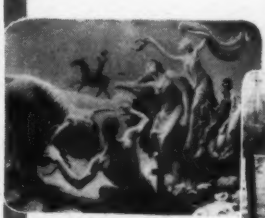


Puppetry. Shows the complete art of puppetry from the carving of figures to their manipulation on actual stage sets.



Immunization. The latest in the famous series of EBFilms on the human body . . . an interesting, authoritative, understandable explanation of disease prevention.

IN FULL COLOR
3 SUPERB FILMS ON PAINTING



The Making of a Mural. Thomas Hart Benton, one of the nation's most famous painters, executes a brilliant mural step by step before the color camera . . . a method of instruction that will revolutionize art teaching.



Painting Reflections in Water. Eliot O'Hara, A.N.A., explains and illustrates his excellent water-color techniques while painting a view of colorful Gloucester Harbor



Brush Techniques. Mr. O'Hara paints a vivid impression of a landscape while demonstrating brush techniques in a way that only a color film could show.

ENCYCLOPAEDIA BRITANNICA FILMS INC.
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Off the Press

Into the Main Stream, by Charles S. Johnson and Associates. U. of North Carolina Press, 1947. 355 pp., $3.50.

This volume undertakes to counteract the widespread impression that the South is static. Dr. Johnson, president of Fisk University, has consciously looked for the silver lining. He has found it. And it is not a mirage. The abolition of the poll tax in several southern states, the participation of Negroes on postwar planning boards, the movement to equalize educational opportunities, clearance of slums, establishment of clinics with both white and Negro staffs, all point the way to a better South. The outlook has been brightened by the formation of the Southern Regional Council in which leaders of both races work together

Chapters on citizenship, employment, housing, and health facilities are within the reading range of high school seniors. In assigning supplementary reading in this volume, point out that it emphasizes the bright side of race relations in the South.

Better Reading and Study Habits, by Victor H. Kelley and Harry A. Greene. World Book Co., Yonkers, N. Y., 1947. 74 pp., paper, 52c.

The need for reading improvement by students on all levels is so great that no educator will dismiss at a glance a title which promises to help solve the reading problem. The authors of the present pamphlet prepared the Iowa Silent Reading Tests and have done well to attempt to raise reading scores throughout the country.

The pamphlet is not intended for use in remedial reading classes for slow learners. It will be of help to students in the upper terms of the senior high school who are not getting the most out of reading assignments The pamphlet is so organized as to permit self-analysis. There are chapters on "Speeding Up Your Reading," "Developing Your Vocabulary," "Developing Independent Reading," and a section on study habits. English teachers may want to use the pamphlet for one period a week, or assign specific chapters to students who have indicated a particular weakness. An attempt to swallow the pamphlet whole is not likely to cure the patient.

White's Political Dictionary, by Wilbur W. White. World Publishing Co., 2231 West 110th St., Cleveland 2, 1947. 378 pp., $3.50.

Dr. White, professor of political science at Western Reserve University, has compiled a political dictionary of the words and phrases currently used in every phase of public affairs, from the local community to international relations. Phrases from "ABC powers" through "Zionism" are explained in simple language. There are detailed definitions of fascism and communism, and briefer descriptions of Pakistan, samurai, and vested interests.

Supplements to the dictionary contain the full text of the United Nations Charter, Statute of the International Court of Justice, and the Covenant of the League of Nations. They add to the utility of a volume which will be valued by teachers and students.

—Howard H. Hurwitz

RECENTLY PUBLISHED

Books

English Second Course. Alexander J. Stoddard, Matilda Bailey, Rosamond McPherson. New York, American Book Co.

From Colony to World Power; A History of the United States. William A. Hamm. Boston, D. C. Heath & Co.

High School Curriculum. Edited by Harl R. Douglass. Ronald Press. $4.50.

The Modern Junior High School. William T. Gruhn. Ronald Press. $4.50.

Off Broadway; Essays About the Theater. Maxwell Anderson. An Anderson House Book. New York, William Sloane Associates, Inc.

Public School Administration. Jesse B. Sears. Ronald Press.

The Public Speaker's Treasure Chest. Herbert V. Prochnow. New York, Harper and Brothers. $3.50.

The Teacher and His Work. George Gould and Gerald Alan Yoakam. Ronald Press. $3.50.

Story of America. Ralph Volney Harlow. New York, Henry Holt Co. $3.16.

The Story of Our Time. Encyclopedia Yearbook. Grolier Society, Inc., and J. A. Richards Publishing Co., Inc. N. Y.

Pamphlets

The Outdoor Book, by Wanda Taylor Linderman, Program Dept. Camp Fire Girls, Inc., 1947.

Budgeting for Security. A School Savings Bulletin. Study Units for Grades 6-13; Education Section, Treasury Department, Washington 25, D. C.

What the International Bank Means to You. Office of Public Relations, International Bank, 1818 H Street, N.W., Washington 6, D. C.

Swords of Peace, by Preston Skosson and Grayson Kirk. Headline Series, Foreign Policy Association, 22 E. 38th St., N. Y. C. 35 cents.

Pliz Excuse...

Many teachers, so it appears, collect and cherish "excuse" notes. Those sent in response to our invitation in the April 14 *Scholastic Teacher* sent our office into stitches. We again offer $1 for unique "excuse" notes accepted for publication.

Dear Teacher:

Ples excuse Delores from taking shower bats in school. My Delores aint dirtey and can take her bats at home like she always do – understand.

Truely,

• • •

Dear ——:

Please excuse chester for being absence because of an upset stomach from drinking.

Mrs. B——

• • •

Dear Miss ——:

Robert was home Friday as he didn't fell so good I gave him midicine so would have to go out too mush that is why he was home.

Mrs. F.

• • •

Dear Miss C——:

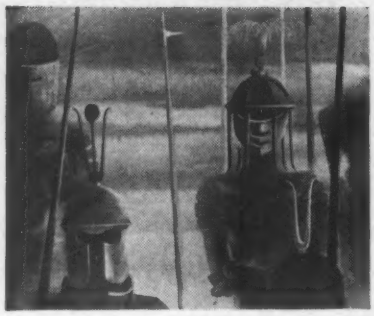
John's strip the careas germ was why he staid home last week.

His Mother

News and NOTES

United Nations Contest Winner. The twenty-first annual national high school contest conducted by the American Association for the United Nations (45 E. 65th St., N. Y. C.) for a prize of $500 or a trip to Europe was won by Beatrice Hauser, 17-year-old junior of Sheboygan, Wisconsin. Four questions constituted the contest paper, one based on the importance of the General Assembly as a body, with the other three relating to the U.N. Atomic Energy Commision, U. S. foreign policy in the U.N., and operations of UNESCO.

United Nations News. As part of its program to foster world understanding, the Woodrow Wilson Foundation (45 E 65th St., N. Y. C.) publishes an eight-page bulletin, monthly, which goes to subscribers for $3 a year, with special rates for students and bulk purchasers. To ensure absence of bias, the *United Nations News* refrains from publication of interpretive material. Biographical, bibliographical, and other documentary data are included. Teachers will find it a reliable index to the U.N. activity.



"Behind these faces of forged iron . . ."

BOUNDARY LINES

Here is a MUST for your social science and art classes . . . for your assembly . . . and for your community film forum . . . a film that makes you think about the imaginary lines which divide people from each other . . . a unique color film presented in a refreshingly new film technique.

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Of Interest to Teachers and Counselors

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Brooks Atkinson, the distinguished critic of the New York TIMES, says:

"For Christmas observances nothing surpasses the simple miracle play with its fervor and dignity . . . 'Why the Chimes Rang' in the one-act form written by Miss McFadden puts all the cathartic beauties of this type of drama within the range of amateur organizations."

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Key to this list: All hours are EST. New programs, ★★. Music programs annotated in previous issues, ★. Grade levels recommended: E (elementary), J (junior high), S (senior high), A (adult). Networks: ABC (American Broadcasting Company), CBS (Columbia Broadcasting System), MBS (Mutual Broadcasting System), NBC (National Broadcasting Company).

● SUNDAY

COFFEE CONCERTS (J-S-A)
8:30-9 a.m. ABC Sta._____T._____

Young concert artists in violin, piano, and cello solos perform music by great composers.

STORY TO ORDER (E)
9:15-9:30 a.m. NBC Sta._____T._____

Lydia Perea writes and tells story for children, based on three words sent in by listeners.

FINE ARTS QUARTET (S-A)
11-11:30 a.m. ABC Sta._____T._____

Chamber music group composed of Leonard Sorkin, Joseph Stapansky, and Sheppard Lehnhoff, violinists, and George Sopkin, cellist.

NORTHWESTERN UNIVERSITY REVIEWING STAND (S-A)
11:30-12 noon. MBS Sta._____T._____

Panel discussion by experts on national questions. James H. McBurney, Dean of the School of Speech at Northwestern, director and moderator.

INVITATION TO LEARNING (S-A)
12-12:30 p.m. CBS Sta._____T._____

Scholars, critics, and writers will discuss man's "Pursuit of Happiness" as exemplified in great literature. Sept. 21, Return of the Native—Thomas Hardy; Sept. 28, Westward Ho!—Charles Kingsley.

SUNDAY STRINGS (J-S-A)
12:15-12:45 p.m. ABC Sta._____T._____

The American Broadcasting Company String Ensemble; Ralph Norman, conductor; Ruggiero Ricci, young American violinist, soloist.

AMERICA UNITED (S-A)
1-1:30 p.m. NBC Sta._____T._____

Representatives of labor, agriculture, and industry discuss problems facing America today and in future. Reprints of discussions available. Sponsors: American Farm Bureau Federation, AFL, CIO, National Grange, and U. S. Chamber of Commerce.

PEOPLE'S PLATFORM (S-A)
1-1:30 p.m. CBS Sta._____T._____

Issues discussed by two or more speakers who stress opposing views, but seek common meeting ground.

TIME FOR REASON (S-A)
1:30-1:45 p.m. CBS Sta._____T._____

Lyman Bryson, CBS Counsellor on Public Affairs, enlightens public opinion on questions of national and international scope.

UNIVERSITY OF CHICAGO ROUND TABLE (S-A)
1:30-2 p.m. NBC Sta._____T._____

Discussions of current social, political, and economic issues. Reprints available.

SELECTED BY THE FEDERAL RADIO EDUCATION COMMITTEE

IN RESPONSE to demands for a reliable guide to programs of special value to students and teachers, *Scholastic Teacher* takes pleasure in presenting this FREC list of more than 60 network features. Four educators comprising the FREC Radio Program Listing Service Advisory Committee select these programs each month from recommendations of the four major networks.

You will want to supplement this list with local programs of equally high merit.

If a program comes at a time awkward for student listening, urge the local station to transcribe and reschedule it.

For study guides offered with many of these programs, write your local station.

HARVEST OF STARS (J-S-A)
2:30-3 p.m. NBC Sta._____T._____

Music with James Melton, tenor-emcee; brief dramatic sketch. Sponsor: International Harvester Co.

CBS SYMPHONY ORCHESTRA (S-A)
3-4:30 p.m. CBS Sta._____T._____

Symphonic music directed by Bernard Herrmann and noted guest conductors

THE FAMILY HOUR (J-S-A)
5-5:30 p.m. CBS Sta._____T._____

Eileen Farrell, soprano; Charles Fredericks, tenor; with Tom Jones' orchestra in musical program. Sponsor: Prudential Insurance Co. of America.

THE GREATEST STORY EVER TOLD (J-S-A)
6:30-7 p.m. ABC Sta._____T._____

New Testament stories in dramatized form. Fulton Oursler supervises. Sponsor: Goodyear Tire and Rubber Co.

SUNDAY EVENING HOUR (S-A)
8-9 p.m. ABC Sta._____T._____

Detroit Symphony Orchestra of 95 men, conducted by Valter Poole.

EXPLORING THE UNKNOWN (S-A)
9-9:30 p.m. MBS. Sta._____T._____

Program dramatizes romance of scientific research. Authorities check accuracy of material presented.

THEATRE GUILD ON THE AIR (J-S-A)
9:30-10:30 p.m. ABC Sta._____T._____

Stage, screen, and radio performers star in plays from Broadway. Sponsor: U. S. Steel Corporation.

STORY BEHIND THE HEADLINES (J-S-A)

11:15-11:30 p.m. NBC Sta._____T._____

Under the auspices of the American Historical Society, Cesar Saerchinger analyzes the historical significance of events of the preceding week.

● MONDAY THROUGH SATURDAY

UNITED STATES SERVICE BANDS (J-S-A)

12:30-1 p.m. MBS Sta._____T._____

MONDAY: Cadet Midshipmen Regimental Band and Glee Club of U. S. Merchant Marine Academy. Interviews with leaders in the shipping world.

TUESDAY: U. S. Naval Academy Band broadcasts from Mahan Hall at Annapolis. Helen Hall interviews Academy figures each week.

WEDNESDAY: U. S. Marine Corps Band broadcasts from Marine Corps Barracks in Washington.

THURSDAY: U. S. Navy Band is heard from the Sail Loft of the Navy Yard in Washington.

FRIDAY: U. S. Army Band reviews through music and narration highlights of American history from the Chronicle of the U. S. Army.

SATURDAY: Army Air Forces Band salutes events and personalities in the history of USAAF.

● MONDAY THROUGH FRIDAY

FRED WARING SHOW (J-S-A)

11-11:30 a.m. NBC Sta._____T._____

Music show by Fred Waring and Pennsylvanians. Sponsor: American Meat Institute (Tuesday and Thursday); Minnesota Valley Canning Co. (Friday.)

MELODY THEATRE (J-S-A)

5-5:15 p.m. MBS Sta._____T._____

Outstanding operas, operettas and symphonic music for children. Adaptations serialized over week's period. Stress on dramatic story ideas; music serves as background. Well-known arias emphasized.

ADVENTURE PARADE (J-S-A)

5:15-5:30 p.m. MBS Sta._____T._____

Dramatic readings of all-time adventure-literature favorites in serial form. Stories are abridged and adapted for radio. John Griggs, narrator.

HEADLINE EDITION (S-A)

7-7:15 p.m. ABC Sta._____T._____

Up-to-the-minute headline news coverage, featuring interviews with the day's headliners. Co-operative sponsorship.

● MONDAY

IN MY OPINION (J-S-A)

6:15-6:30 p.m. CBS Sta._____T._____

News as seen by well-known authors, columnists, and people in public life.

CAVALCADE OF AMERICA (S-A)

8-8:30 p.m. MBS Sta._____T._____

Dramatizations of famous books and American folklore, with stage and screen stars featured. Sponsor: E. I du Pont de Nemours & Co., Inc.

VOICE OF FIRESTONE (J-S-A)

8:30-9 p.m. NBC Sta._____T._____

Firestone Orchestra. Howard Barlow, director, with Eleanor Steber and Christopher Lynch, alternating soloists. Sponsor: Firestone Company.

THE TELEPHONE HOUR (J-S-A)

9-9:30 p.m. NBC Sta._____T._____

Boston Symphony Orchestra. Dr. Serge Koussevitsky, conductor; guest conductors, soloists.

THE DOCTORS TALK IT OVER (S-A)

10-10:15 p.m. ABC Sta._____T._____

Leading doctors present technical information on medicine. Service to medical profession, but with material of general interest. Milton Cross, spokesman and interviewer. Sponsor: Lederle Laboratories, Inc.

● TUESDAY

FRONTIERS OF SCIENCE (S-A)

6:16-6:30 p.m. CBS Sta._____T._____

Science news of the world, its economic and political implications, by Quincy Howe.

AMERICA'S TOWN MEETING (S-A)

8:30-9:30 p.m. ABC Sta._____T._____

Discussion of social, political, and economic issues uppermost in Americans' minds. Outstanding authorities speak. George V. Denny, moderator.

AMERICAN FORUM OF THE AIR (S-A)

9:30-10:15 p.m. MBS Sta._____T._____

Current national and international issues. Speakers are legislators, officials, business, labor, and professional leaders, whose names are in the news. Theodore Granik, moderator.

LABOR U. S. A. (S-A)

10:30-10:45 p.m. ABC Sta._____T._____

Labor news, dramatizations and interpretations of labor and management problems, featuring views of CIO and AFL in alternate periods of six months.

RETURN ENGAGEMENT (J-S-A)

10:30-11 p.m. CBS Sta._____T._____

Dramatic series, designed to acquaint adult audiences with CBS "School of the Air."

THE VOICE OF BUSINESS (S-A)

10:45-11 p.m. ABC Sta._____T._____

A presentation by U. S. Chamber of Commerce and National Association of Manufacturers alternately. Little-known phases of business dramatized.

● WEDNESDAY

PAUL WHITEMAN ASSEMBLY (J-S-A)

9-9:30 p.m. ABC Sta._____T._____

Paul Whiteman, chorus, and orchestra; Mindy Carson and Johnny Thompson, soloists. In cooperation with National Guard of U. S. Scripts by Norman Rosten, American poet.

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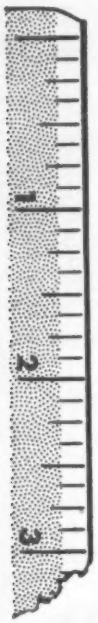
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YOUR UNITED NATIONS (Univ. of Air) (S-A)
11:30-12 M. NBC Sta._____T._____
United Nations explained and clarified; documentary, dramatization, and authoritative analysis.

INVITATION TO MUSIC (S-A)
11:30-12 M. CBS Sta._____T._____
Bernard Herrmann conducts the Columbia Symphony Orchestra, with guest soloist each week.

● THURSDAY

MR. PRESIDENT (J-S-A)
9:30-10 p.m. ABC Sta._____T._____
Edward Arnold stars in dramas based on incidents in the lives of Presidents. Name of President is not revealed until program's end.

FAMILY THEATRE (J-S-A)
10-10:30 p.m. MBS Sta._____T._____
Dramas based on social and spiritual problems accented by the war. Plots developed through cooperation of motion picture and radio industries.

THE STORY OF MUSIC (Univ. of Air) (S-A)
11:30-12 M. NBC Sta._____T._____
Traces development of musical forms. Dr. Frank Black conducts; Samuel Chotzinoff comments.

● FRIDAY

HIGHWAYS OF MELODY (J-S)
8-8:30 p.m. NBC Sta._____T._____
Paul Lavalle Orchestra, semi-classical music, guest artists. Sponsor: Cities Service Corporation.

MEET THE PRESS (S-A)
10-10:30 p.m. MBS Sta._____T._____
Four reporters from nation's leading newspapers question prominent person in the week's news. Off-the-record material often revealed. Covered every week by A.P., U.P., and I.N.S. Albert Warners, MBS' Washington News Chief, moderator. Reporters change week to week.

THE WORLD'S GREAT NOVELS (Univ. of Air) (S-A)
11:30-12 M. NBC Sta._____T._____
Dramatic adaptations of the world's great novels. Handbooks are available.

● SATURDAY

STORY SHOP (E-J)
9-9:30 a.m. NBC Sta._____T._____
Craig McDonnell tells well-known children's stories with music and sound effects.

THE GARDEN GATE (J-S-A)
9:15-9:30 a.m. CBS Sta._____T._____
From Nashville, Tom Williams talks about gardening for amateurs and professionals.

COFFEE WITH CONGRESS (S-A)
9:30-10 a.m. NBC Sta._____T._____
Bill Herson, from the homes of Congressmen and Senators, gives a picture of their early training, interests, and home life.

LET'S PRETEND (E-J)
11:05-11:30 a.m. CBS Sta._____T._____
Dramatic adaptations of fairy tales and original fantasies, written and directed by Nila Mack. Sponsor: Cream of Wheat Corp.

ADVENTURERS CLUB (J-S-A)
11:30-12 noon. CBS Sta._____T._____
Dramas from lives of explorers, scientists, and world travelers—members of the Adventurers Club.

AMERICAN FARMER (J-S-A)
12:30-1 p.m. ABC Sta._____T._____
Devoted to special phases of agriculture—livestock shows, state fairs, business reports, meetings and discussions at land grant colleges. U. S. Dept. of Agriculture feature on each broadcast.

HOME IS WHAT YOU MAKE IT (Univ. of Air) (S-A)
12:30-1 p.m. NBC Sta._____T._____
Information and advice, by drama, on problems of home, family, and community. Handbook.

YOUTH ASKS THE GOVERNMENT (J-S-A)
1-1:30 p.m. ABC Sta._____T._____
Washington children interrogate members of Congress, department heads, and administrative leaders on work of Government. John Edwards, moderator.

OUR TOWN SPEAKS (J-S-A)
2-2:30 p.m. ABC Sta._____T._____
Originates each week from a different city or town in the U. S. Local pickups from points of interest in the town and interviews with local personalities. Brief history of town presented.

NATIONAL FARM AND HOME HOUR (J-S-A)
2-2:30 p.m. NBC Sta._____T._____
Everett Mitchell, farm commentator, as master of ceremonies interviews outstanding agriculturists; current farm and home news; orchestra and soloists. Sponsor: Chalmers Manufacturing Company.

COLUMBIA'S COUNTRY JOURNAL (S-A)
2:30-3 p.m. CBS Sta._____T._____
Don Lerch, CBS Director of Agricultural Broadcasts, gives news on agricultural and food matters.

THE BAXTERS (S-A)
2:30-2:45 p.m. NBC Sta._____T._____
Dramatizations of problems of home and family life as portrayed by typical American family. National Congress of Parents and Teachers cooperates.

ADVENTURES IN SCIENCE (S-A)
4:30-4:45 p.m. CBS Sta._____T._____
Watson Davis, Director of Science Service, brings prominent guest scientists who explain recent discoveries and report on scientific progress.

OF MEN AND BOOKS (S-A)
4:45-5 p.m. CBS Sta._____T._____
The best of contemporary literature reviewed and analyzed by guest critics.

CROSS SECTION — U. S. A. (S-A)
5-5:30 p.m. CBS Sta._____T._____
Weekly cross section of public opinion relating dominant economic issues of the day.

OUR FOREIGN POLICY (Univ. of Air) (J-S-A)
7-7:30 p.m. NBC Sta._____T._____
Members of the State Department, Congress, and other branches of the Government discuss our foreign policy. Copies of scripts available.

HAWAII CALLS (J-S-A)
7-7:30 p.m. MBS Sta._____T._____
Folk music of the Islands, broadcast directly from famous Waikiki Beach; disinctive continuity.

SOUND OFF (J-S-A)
7:30-8 p.m. CBS Sta._____T._____
Mark Warnow and his orchestra with dramatic vignettes based on U. S. Army in peace.

CHICAGO THEATRE OF THE AIR (S-A)
10-11 p.m. MBS Sta._____T._____
Operas and light operas adapted for radio; all-star cast including Marian Claire, guest operatic singers, and chorus. Henry Weber, conductor.

Sound Advice

AT long last the combination AM-FM receivers are beginning to reach the dealers. If your community is typical, it has one or more new FM stations which you can't pick up either at home or at school unless you buy a new combination set or an FM adapter.

When it comes to buying a receiver for the schoolroom, here is advice from a man who has been trying to buy 900 receivers for Chicago schools. He is George Jennings, director of the Radio Council and station WBEZ, Chicago's Board of Education station.

1. Do not purchase a set unless it has the genuine Armstrong circuit.

2. Do not buy an AC-DC set for AC operation.

3. The size of the speaker determines in a large part the quality of reproduction. The larger the speaker, the better the quality as a rule.

4. Any set designed or planned on for school use *must* have a tuning eye; provision for hooking up outside antenna.

5. *Simplicity* of design and operation are important.

6. Frequency Modulation is no better than the *audio* system through which it is reproduced. There is no gain in quality of reproduction by hooking a "tuner" into an antiquated AM receiver.

"The specifications written for the School Broadcast Conference, which have been widely distributed to radio manufacturers and schools are still the minimum requirements for good classroom reception. And I am happy to be able to tell you that we have at last found a manufacturer who will build such a set immediately . . . will be in production in September and promises delivery not later than mid-November . . . the company is Freed-Eiseman. This set matches or betters every specification we have written, and will be sold direct to schools or school systems for approximately $60.00."

There were rumors in New York last spring that there would soon be an FM receiver on the market for less than fifty dollars. The reality was announced by the Pilot Radio Corporation in a four-column advertisement in the *New York Times* of July 24. The device, called the *Pilotuner* ($29.95), is not a complete receiver, but an FM tuner which can be attached to any receiver to make an AM-FM combination. The fidelity of such a combination will be limited to the fidelity of the audio amplifier and loudspeaker of the set to which the *Pilotuner* is attached.—William J. Temple, Audio-Visual Education Committee, Brooklyn College.

TEACHERS SERVICE

MASTER COUPON

To obtain free materials, information and samples advertised in this issue check the items desired and mail this Master Coupon directly to *Scholastic Teacher*, 220 East 42nd Street, New York 17, N. Y.

N.B.: Pages on which advertisements appear in different editions indicated by symbols: T-Scholastic Teacher; C-Combined Edition; Jr.-Junior Scholastic; all other.

AUDIO DEVICES, INC. p. 19-T
- ☐ Add name on free list for monthly bulletin on recording techniques
- ☐ Rules booklet for radio script writing awards

BITUMINOUS COAL INSTITUTE. p. 2-T
- ☐ Teaching aids on coal mining
- ☐ Pertinent facts about coal
- ☐ Bituminous coal mining towns

BOYLE-MIDWAY. p. 23-T
- ☐ Free sample of Plastic Wood useful for modeling

ENCYCLOPAEDIA BRITANNICA, INC. p. 8-T
- ☐ Information about the New Britannica Junior

ENCYCLOPAEDIA BRITANNICA FILMS. p. 15-T
- ☐ Information about new films
- ☐ The Making of a Mural
- ☐ Painting Reflections in Water
- ☐ Brush Techniques
- ☐ Immunization
- ☐ Puppetry
- ☐ Hare and the Tortoise
- ☐ Catalog of EBF films

FORD MOTOR CO. p. 2-all
- ☐ Free copy of "How to Be an Expert Driver"

GENERAL ELECTRIC CO. p. 33-Sr; 17-Jr; 25-all other.
- ☐ Information on teacher aids; films, pamphlets, etc.

IDEALS PUBLISHING CO. p. 16-T
- ☐ Information on Book on American ideals. Colorful illustrations.

INTERNATIONAL FILM FOUNDATION. p. 18-T
- ☐ Information on new social studies film, *Boundary Lines*. See review p. 14-T

LOWE'S. p. 14-T
- ☐ Information on broken jewelry for sale.

NATIONAL ASSOCIATION OF MANUFACTURERS. p. 31-Sr; 19-Jr; 23-all other.
- ☐ Send for free copy of "Who Profits from Profits?"
- ☐ Free list of classroom materials.

PAN AMERICAN WORLD AIRWAYS. p. 4-T
- ☐ Free rules booklet for International Letter Writing awards. See also 3-T
- ☐ Teaching aids on world air service expansion.

THE PSYCHOLOGICAL CORPORATION. p. 14-T
- ☐ Information on occupations text - notebooks useful for guidance counseling.

SAMUEL FRENCH. p. 18-T
- ☐ List of good plays for high school students

SURVEY GRAPHIC. p. 14-T
- ☐ Example of magazine—valuable social studies reference tool.

WARNER BROS. p. 4-all.
- ☐ Free list of best books on motion pictures.
- ☐ Free Illustrated *Life with Father* brochure

Also information on: _____

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Sept., 1947

TOOLS FOR TEACHERS

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SCHOLASTIC FEATURES COMING NEXT MONTH—HELPFUL RESOURCE MATERIALS

Minority Rights

Democracy Series No. 5. Oct. 13 in *Senior Scholastic, World Week, Junior Scholastic.*

On this there are abundant materials. *In Print: Races of Mankind,* by Ruth Benedict and Jean Weltfish. Scientific facts of basic likenesses of all peoples. Public Affairs Pamphlet Number 85. *Americans All,* special number of *Senior Scholastic,* Feb. 12, 1940. Boys and girls like these: *American Counterpoint,* by Alexander Alland, John Day Co., with splendid photographs; *Glass House of Prejudice,* by Dorothy W. Baruch, William Morrow and Co.; *Willow Hill,* by Phyllis A. Whitney, a new Reynal and Hitchcock $3,500 award short novel.

Two Free Lists: Publications on Intercultural Education; Films on Intercultural Education. Bureau for Intercultural Education, 1697 Broadway, New York 19, N. Y.

Radio: Rights of minorities can be dramatically presented with *Right of Petition,* 30-min. *Let Freedom Ring* script. Borrow from Radio Division, U. S. Office of Education, Washington, D. C. From same source we recommend recordings or scripts of *Americans All—Immigrants All,* our "melting pot" dramatized, especially F 122, *A New England Town.*

Films: *Brotherhood of Man,* 16 mm. sd. col. Brandon Films. Animated color-cartoon based on *Races of Mankind* (see above). *Man—One Family,* 17 min. 16 mm. sd. British Information Service, 30 Rockefeller Plaza, N. Y. C.

The Radio

(entertainment, information and education) Oct. 13 and 20 in *Senior Scholastic*

If your students are typical they listen to the radio three to four hours per day. This is a live subject. Supplement this feature with reading in *Senior Scholastic's* Radio issue, March 18, 1946. See also radio appreciation series in *Practical English,* six issues beginning March 3, 1947.

Books, Pamphlets: *Radio Is Yours,* by James H. Spingarn, Public Affairs Pamphlet No. 121 (10 cents) urges public to use influence for better radio programs. *This Fascinating Radio Business,* by Robert Landry, Bobbs Merrill; easy to read. *Radio's Best Plays,* by Joseph Liss, Greenberg; a fine new script collection. *Handbook on Radio Writing,* by Eric Barnouw, Little, Brown and Co.; for student script writers.

Program Guides: Best selected program lists (FREC) appear monthly in *Scholastic Teacher.* Three networks supply free public service program guides: American Broadcasting Company and National Broadcasting Company both in Rockefeller Center; and Columbia Broadcasting System, 485 Madison Avenue, New York City. When you write to CBS ask for the 1947 School of the Air Manual.

Lists: Write to FREC, U. S. Office of Educ., Wash. 25, D. C., Mrs. Gertrude Broderick, for Radio Bibliography, Script and Transcription Catalogs.

Films: *Air Waves.* 10 min. 16 mm. sd. From studio to listener. Sponsor, RCA. Available on loan from W. J. Ganz, 40 East 94th St., New York, N. Y. *Story of FM.* 10 min. 16 mm. sd. col. Loan. 1943. General Electric Corp. In many state film libraries.

Saudi Arabia and Yemen

Oct. 13 in *Junior Scholastic*

World news spotlights these neighbor nations. Yemen has been endorsed for United Nations membership.

Filmstrip: *Life in Desert Lands.* Teaching Film Corp., 2 W. 20th St., N. Y. Simple explanatory titles. Desert and oasis life. Guide. $2.50.

Films: *Ship of the Desert.* Encyclopedia Britannica Films. 1933. 8 min. 16 mm. si. Arabian life in desert oasis—"old but useful."

Radio: *Near Eastern Peoples* in the Americans All-Immigrants All series dramatizes contributions of Arabians, Greeks, Turks, Armenians, and Syrians to American culture. Obtain as free loan script for mock classroom broadcast or in 30-min. recording (33-1/3 or 78 r.p.m.) $4.75. Radio Division, U. S. Office of Education, Washington 25, D. C.

In Print: Literature for junior high age is thin. Supplement with "Guest in Saudi Arabia," National Geographic Magazine, Oct., 1945.

Free Pamphlets: Write to Arab Office, Wardman Park Hotel, Washington, D. C., for *The League of Arab States, The Arab World and the Arab League.*

Coming Up!

Issue of September 29, 1947

Social Studies Classes: Freedom for India; Remodeling Our Executive Department; Struggle for a Continent (Commager series).

All Classes: Voting (Democracy series); Your Government (Inside Washington); the Freedom Train.

English Classes: The School (*Cheers for Miss Bishop,* adapted by Stephen Vincent Benet from screenplay.) Short story: "Without Words," by Elliott Merrick.

Issue of October 6, 1947

Social Studies Classes: Rio de Janeiro Treaty; People of the New World (Commager series).

All Classes: Counting Heads, Not Cracking Them (Democracy series). Court Crier T. Perry Lippett (Inside Washington series).

English Classes: The Church (four pages of literature); Short story: "Four-Day Love Affair," written for annual Scholastic Writing Awards.

Indonesia

Oct. 13 in *World Week*

In Print: *Cultural Treasures of the East Indies* (Booklet No. 14) 66 pages. Illustrated. Netherlands Information Bureau, 10 Rockefeller Plaza, New York 20, N. Y. 50 cents to libraries; 75 cents to others. *Spotlight on the Far East,* handbook by Joseph M. Bernstein. A cooperative project between American Council, Institute of Pacific Relations, and Webster Publishing Co., St. Louis. Chapter 5, *The Netherlands East Indies.* Price 40 cents.

Why the Indonesians Revolt, by Si Barani and Soekma Ngembara. 24 pages. 1945. San Francisco Committee for a Free Indonesia, 242 Myrtle St., San Francisco 9, Calif. 15 cents.

The Colonial War in Java, University of Chicago Round Table; a radio discussion, June 27, 1947. Pamphlet No. 488. 10 cents.

Films: *Island of Yesterday* (Sumatra). 15 min. 16-si. Loan. Goodyear Tire and Rubber Co., Akron, O. Life on a 40,000-acre Goodyear rubber plantation. *Belles of Bali.* 1 reel, 20th Century-Fox production, 16-sd. A Teaching Film Custodian film in many film libraries. Life and manners. Recommended for grades 4-9.





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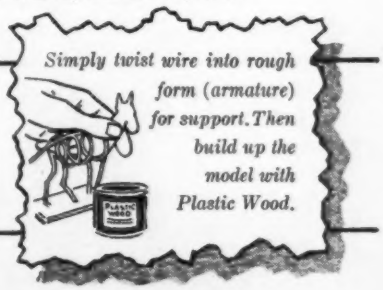
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